


Tonight's webinar will begin shortly



After six years of diabetes
check-ups, you notice that
pigmentation on her cheek.

You decide to excise the lesion
and find early melanoma.

General practice – everything
you've trained for **and more**



become a GP



RACGP

Wonca 2023

Sydney, Australia

26–29 October 2023

Find out more at
wonca2023.com.au





Celebrating 30 years

The Rural Faculty was established in 1992 as the Faculty of Rural Medicine following a resolution by the RACGP Council on 26 April 1992. The first General meeting of the Faculty of Rural Medicine was held during the Annual Scientific Convention at Hilton on the Park in Melbourne in September 1992.

Today RACGP Rural has over 22,000 members including more than 10,000 who are currently living and working in rural and remote Australia. We are the voice of rural GPs and provide education, training and support.

Visit racgp.org.au/30rural

2022 RACGP AWARDS

Recognising excellence
in general practice

Nominations are now open for the 2022 RACGP Awards. Each year, the Awards celebrate the outstanding achievements of GPs and general practices.

Spread the word to your friends, family and community to nominate a general practice or GP who's gone above and beyond to improve the health of their patients.

Nominations close Sunday 31 July 2022.
Learn more at racgpawards.org.au



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Upskill. Download.

Expand your skills in the diagnosis and treatment of dermatological conditions in your practice.

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REGISTRATIONS NOW OPEN
www.racgp.org.au/dermatology



RACGP

Simplifying and improving your CPD experience.

**We've made even more improvements to
your myCPD dashboard to save you time
and personalise your experience.**

Find out more at racgp.org.au/yourcpdhome



RACGP | CPD

2020
22

**We will begin in
30 seconds**

GPBT



General Practice Business Toolkit

Helping you look after the business side of general practice

Establish, manage and enhance your practice using our new General Practice Business Toolkit.

Build a sustainable business with six easy-to-navigate modules and a brand new set of interactive tools.

- Use the billing calculator to learn how to achieve your financial goals.
- Design your ideal practice layout.
- Set your vision and values and focus on what's important to you as a practice owner.

TO FIND OUT HOW YOU CAN GET THE MOST OUT OF THE TOOLKIT, VISIT www.racgp.org.au/gpbt



Celebrating 30 years

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Visit racgp.org.au/30rural



2023

AGPT PROGRAM

Broaden your horizons.

Download a copy of *Your AGPT Application Handbook 2023* now at racgp.org.au/agpt



RACGP



GP training is funded by the
Australian Government through
the Department of Health

**We will begin in
15 seconds**

Alcohol and Other Drugs

GP Education Program

Training GPs to help
people tackle alcohol
and other drug use



racgp.org.au/AOD



NACCHO–RACGP *Resource Hub*

Supporting effective and culturally
safe primary healthcare

Learn more at
www.racgp.org.au/cultural-safety

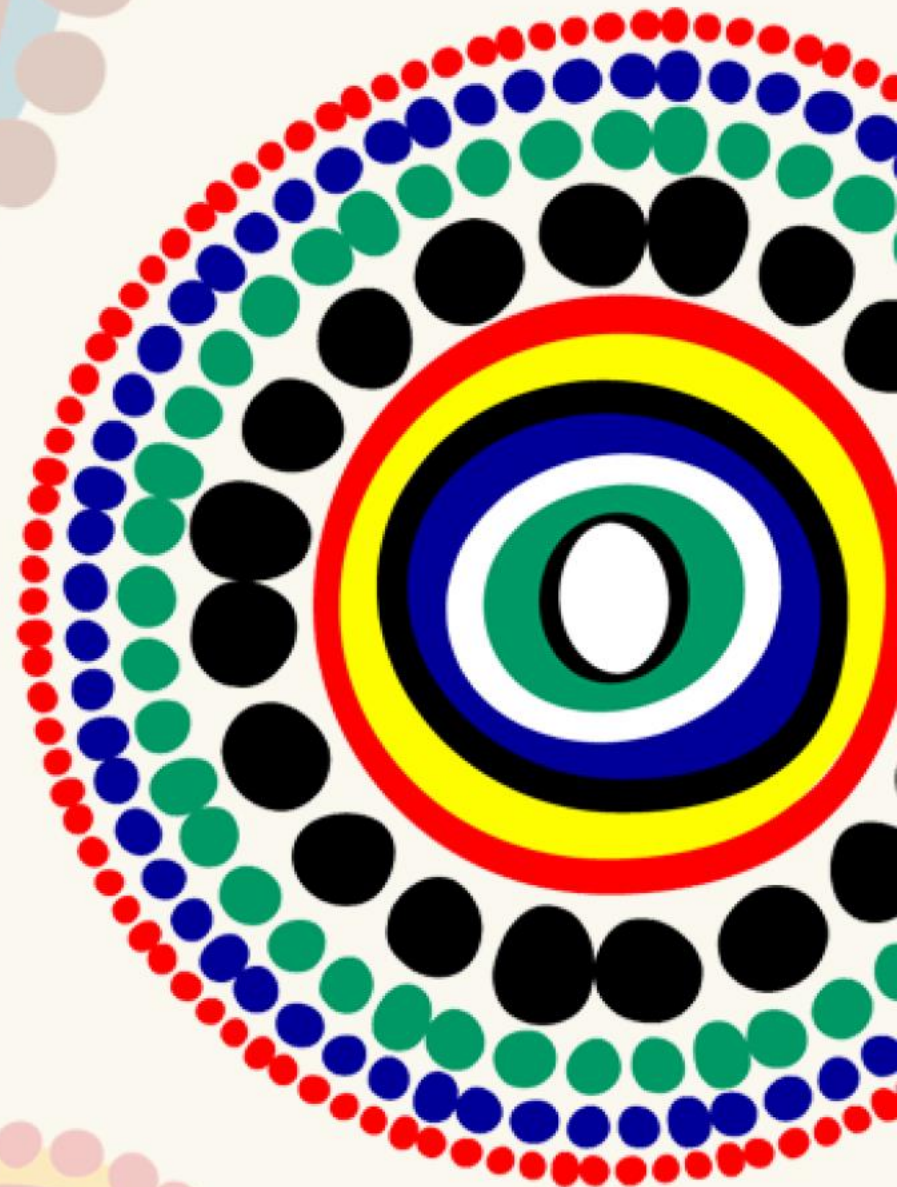


RACGP

Royal Australian College of General Practitioners



NACCHO





25–27 November 2022, Melbourne

#GP22Connect

Celebrating members

Join your colleagues from across the country to celebrate general practice and arm yourself with the latest industry updates and knowledge.

Visit [GP22.com.au](https://gp22.com.au)



Welcome to tonight's webinar

Infant and child mental health: Developing a plan with the family

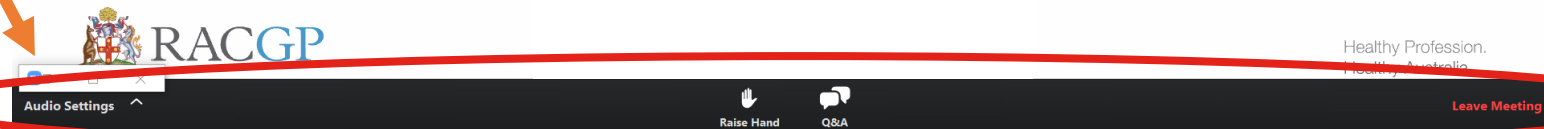
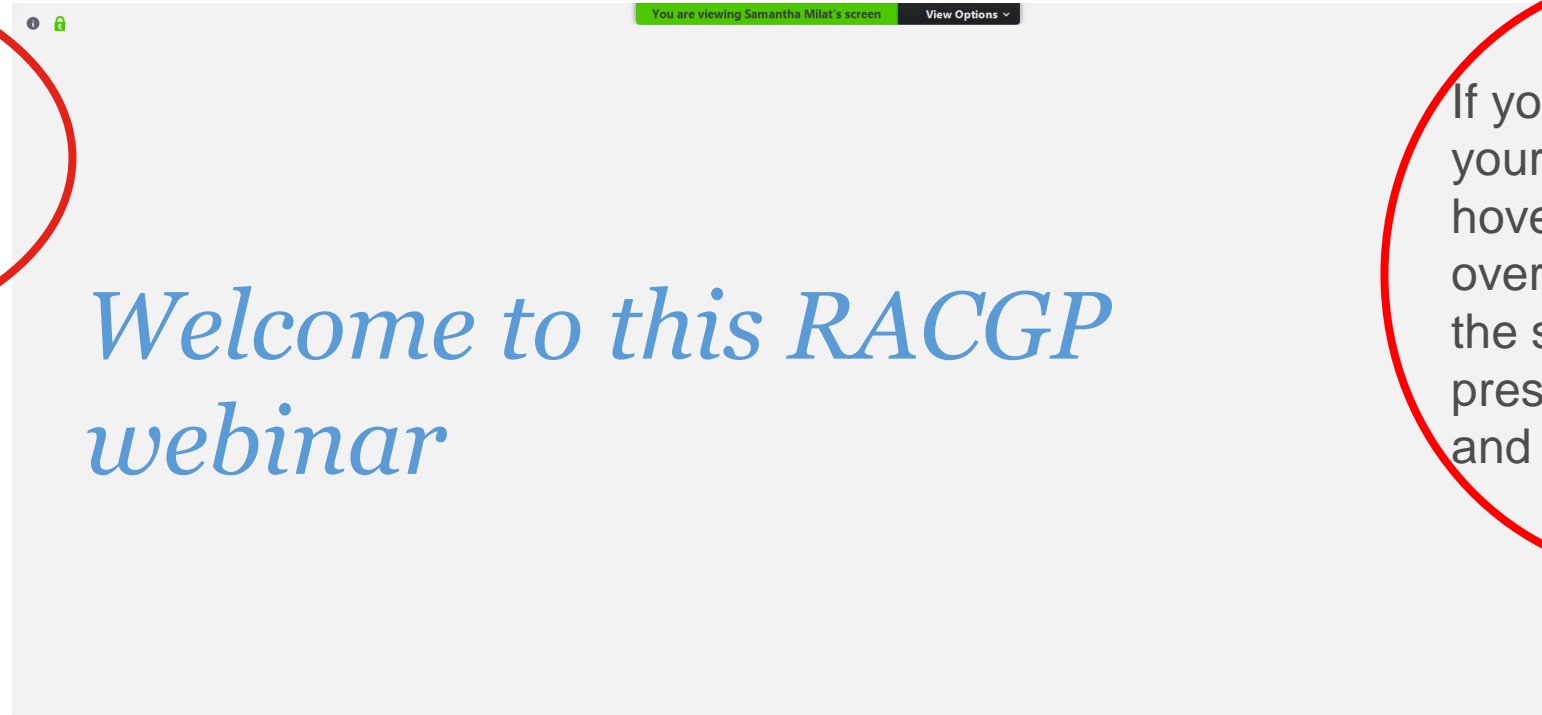
RACGP and Emerging Minds



Where is my control panel?

Your control panel will appear as a bar at the bottom of the presentation screen

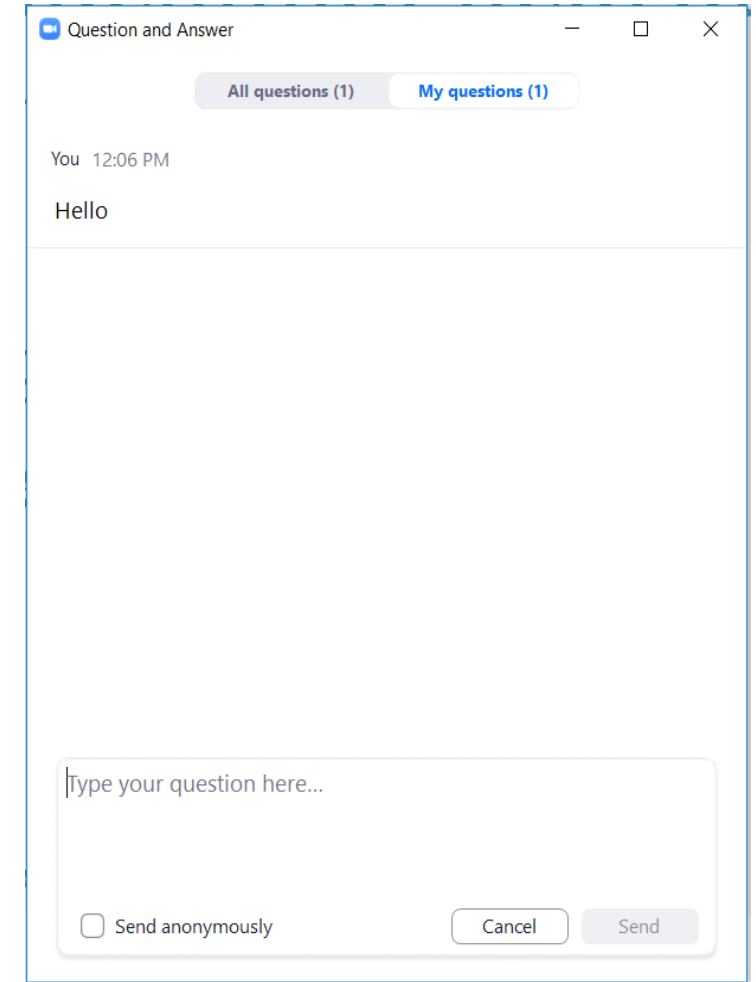
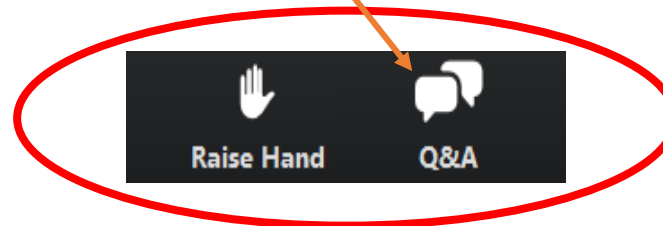
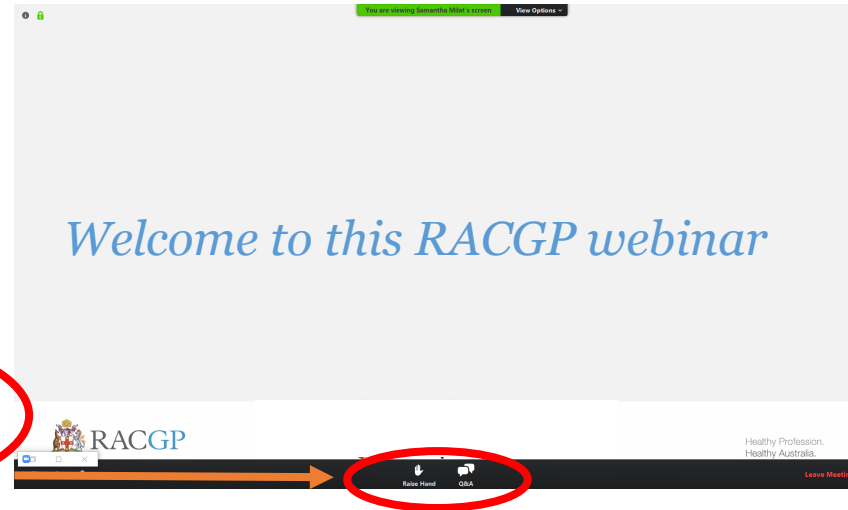
If you cannot see your control panel, hover your cursor over the bottom of the shared presentation screen and it will appear



Listen only mode

You have been placed on “mute” to optimise the learning experience for you and your peers

Use the question box function to talk to us.

A screenshot of a "Question and Answer" window. At the top, there are tabs for "All questions (1)" and "My questions (1)". Below the tabs, it says "You 12:06 PM" and "Hello". The main area is a large text input field with the placeholder text "Type your question here...". At the bottom, there is a checkbox labeled "Send anonymously", and two buttons labeled "Cancel" and "Send".

CPD



EventsGPSI@racpg.org.au



Dr James Best

Chair – RACGP Specific Interests
Child and Young Person's Health

Acknowledgment of country

I would like to acknowledge the traditional owners of the lands from where each of us is joining this webinar today.

I wish to pay my respects to their Elders past, present and emerging.

Partner



emerging
minds®

Advancing the mental health of
infants, children and adolescents

emergingminds.com.au



@EmergingMindsAU

Poll

Had you heard of Emerging Minds before registering for this webinar?

Poll

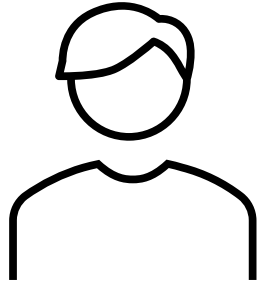
Have you used the Emerging Minds website resources or previously completed an Emerging Minds eLearning course?

Who are we?



Dr James Best
GP host & Facilitator

Chair, RACGP Specific Interests Child and Young Persons
Health



Nikko Menzel
Lived experience



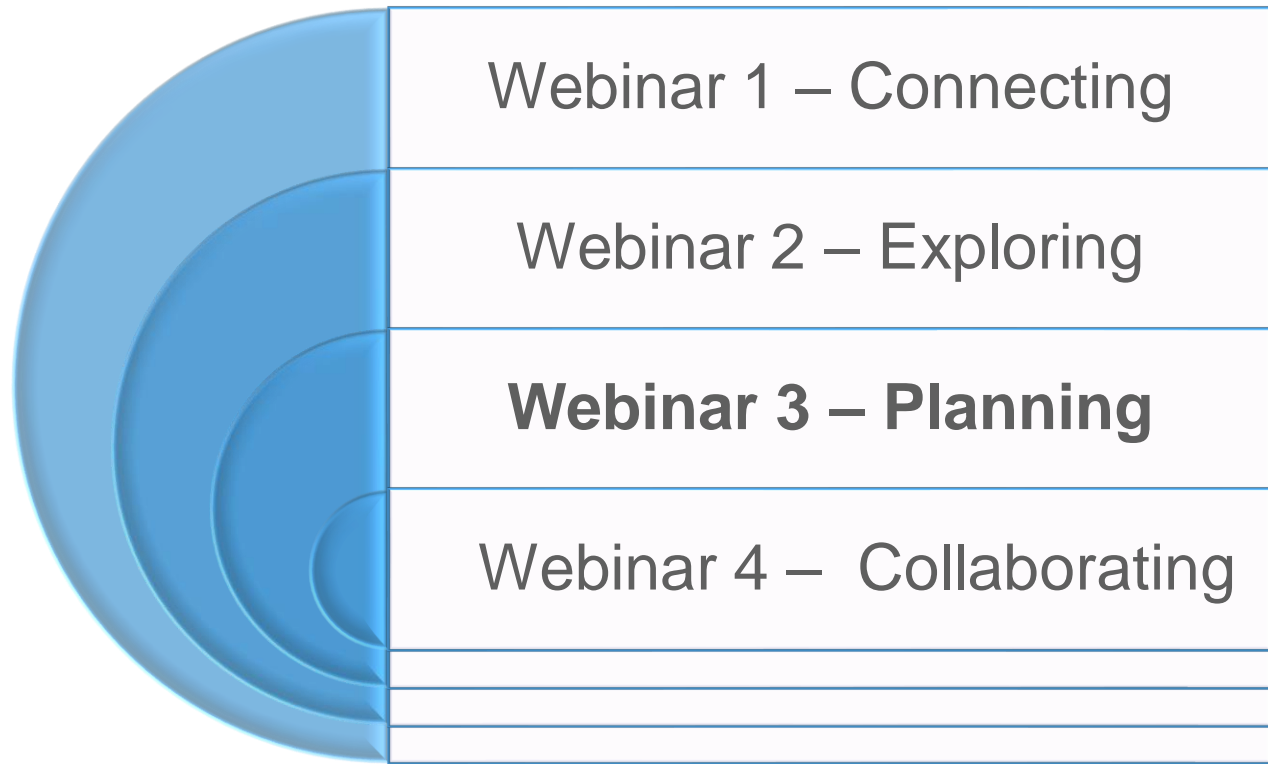
Dr Michaela Boulderstone
GP



Dr Nick Kowalenko
Child & Adolescent Psychiatrist

Learning outcomes

1. Identify the key aspects of developing a plan to respond to mental health difficulties experienced by infants and young children
2. Apply skills in developing a plan to meet the needs of the child and family



Case Study

Dylan (2 years old)- continued

This is the third video in a series depicting fictional consultations between a GP, a toddler Dylan and his parent Charlotte. In previous consultations the GP had actively connected with Charlotte and Dylan, and explored Charlotte's concerns about Dylan's language development and behaviour. The GP also worked to observe Charlotte and Dylan's interactions, and remained curious about his behaviour. This video depicts the consultation when Charlotte returns some weeks later with Dylan.

<https://vimeo.com/668437096/13466573b8>

(11:27 mins)





Nikko Menzel

Lived Experience



Understanding our whole family

- First GP – Feeding, eczema/dermatitis & sleeping issues
- Same clinic but different GP; children wasn't their specialty, weren't engaging with son and understanding
- Same clinic found our Family GP – knows the whole family, history, engages well with son, expert understanding of current best medical practices and effective methods to get the best outcomes

GPs as enablers to finding good support

- Had a good understanding of our family's circumstances and takes this into consideration
- Walking not on soles, but on ball of feet, sensory – podiatry
- GP suggested the Podiatry clinic at with a university as a more affordable option
- Went in for immunisations – raised concerns about his eyes
- Could get expensive Ocular tests, but the GP did some simple tests there and then and suggested just waiting and doing some simple eye exercises and it would resolve itself – and it did!
- It was good report and trust enabled this to happen





COVID19 challenges face-to-face vs telehealth

- COVID19 challenges with face-to-face versus online
- Hearing test not available in person by specialists, **BUT GP** would see us face-to-face and undertake tests base on expert knowledge

Suggested GP Plus clinic would see us face-to-face and provided us solutions

Accessible services

- GP Plus clinic would see us face-to-face;
 - Developmental challenges discussed and options provided
 - Behavioural – challenging and high energy
 - Social challenges
 - Psycho-social challenges
- Allied health services supported by GP Plus clinic – Occupational Therapist and Developmental Officer
- Bulk billed versus private always considered and options given
- GP specialist areas



A lifesaver whilst we were in troubled waters

Our GP has been a lifesaver - he understood our whole family's circumstances and enabled us to find the right services that were a good fit for our needs!

Dr Michaela Baulderstone

GP

BMBS, DCH, FRACGP



Webinar 3: Infant and early childhood mental health: Developing a plan with the family

Dr Michaela Boulderstone



RACGP

| **Specific Interests**



Learning outcomes

- Identify the key aspects of developing a plan to respond to mental health difficulties experienced by infants and young children.
- Apply skills in developing a plan to meet the needs of the child and family

Dylan



Demo - Dylan five (RACGP webinar)

So much covered in just 11 minutes!

All credit to the ground work of previous 2 visits!

See kids with these sort of presentations over a number
of visits:

The answers will declare themselves!



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Specific Interests



Opening doors

- Listen to parent's challenges/worries/concerns and lot's of "I" statement observations
- Active acknowledgement of strengths (1):
 - Mum using YouTube kids
 - It's OK to do what you needed to (Escaping DV)
 - Here you are, looking for new ideas!
- Parent feels safe to state worries, know they have strengths, opening the door to more confident exploration of ideas with the parent "in the drivers seat"

(1) Family Strengths: Often Overlooked, but Real. Child Trends Research Brief., Anderson-Moore et al, 2002, <https://eric.ed.gov/?id=ED468044>

Team Dylan

- The parent's perspective is supported and validated:
 - "I don't think I can do this" (I can support you)
 - So much material (We can go through it together)
 - Speech Path is too expensive. I want to explore other options (Fair enough, how about this direction) = Sign Posting
- Parent has agency to choose, agency in turn assists engagement
- Parent is empowered to talk with child care, in turn transforming childcare from adversary to partner



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Specific Interests



Opened doors



For Dylan

Private speech path

GP Chronic Disease Management Plan +/- TCA as appropriate

Children's Centre (GP Plus)

Audiology

For Mum and Dylan

Local parenting program (Lutheran Care)

For Mum

Family relationship centres

Legal services

When NOT referring is better...

- GP Chronic disease management plans and Mental health Care Plans are helpful parts of the “GP toolbox” in accessing the most appropriate care for our patients
- They can be a helpful framework as part of the planning process with no obligation to activate
 - e.g. Child Development GP Management Plan as a framework to explore a “360” of the child’s health and development
- There is a lot of pressure to do Medicare Plans but they are a tool, not an ultimate answer.

When to refer...

Able to name five body parts	2 years
Has 50 word vocabulary	2 years
Uses pronouns (me, you, I)	2 years

<https://www.racgp.org.au/afp/2011/september/is-my-child-normal>

Dylan's ASQ-3 32 months

ASQ-3 **30 Month ASQ-3 Information Summary** 28 months 16 days through 31 months 15 days

Child's name: Dylan 2½ Date ASQ completed: 27-5-22

Child's ID #: _____ Date of birth: _____

Administering program/provider: _____

1. **SCORE AND TRANSFER TOTALS TO CHART BELOW:** See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	33.30		●	●	●	●	●	●	●	●	●	●	●	●	●
Gross Motor	36.14		●	●	●	●	●	●	●	●	●	●	●	●	●
Fine Motor	19.25		●	●	●	●	●	●	●	●	●	●	●	●	●
Problem Solving	27.08		●	●	●	●	●	●	●	●	●	●	●	●	●
Personal-Social	32.01		●	●	●	●	●	●	●	●	●	●	●	●	●

2. **TRANSFER OVERALL RESPONSES:** Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

- Hears well? **? Yes** **NO**
Comments:
- Talks like other toddlers his age? Yes **NO**
Comments:
- Understand most of what your child says? **Yes** **NO**
Comments:
- Others understand most of what your child says? Yes **? NO**
Comments:
- Walks, runs, and climbs like other toddlers? Yes **NO**
Comments:
- Family history of hearing impairment? **YES** No
Comments:
- Concerns about vision? **YES** No
Comments:
- Any medical problems? **YES** No
Comments:
- Concerns about behavior? **YES** No
Comments:
- Other concerns? **YES** No
Comments:

<https://agesandstages.com/>



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Specific Interests



Dr Nick Kowalenko

*Child and adolescent psychiatrist
Emerging Minds NSW Director
Senior clinical lecturer, University of Sydney
MBBBS, FRANZCP*



RACGP/ Emerging Minds Webinar3, June 23, 2022:

Infant and Early Childhood mental health: Developing a plan with the family

Dr Nick Kowalenko



This presentation will include:

- Care planning & managing the plan
- Shared understanding
- Goal setting
- Psychoeducation
- Additional resources

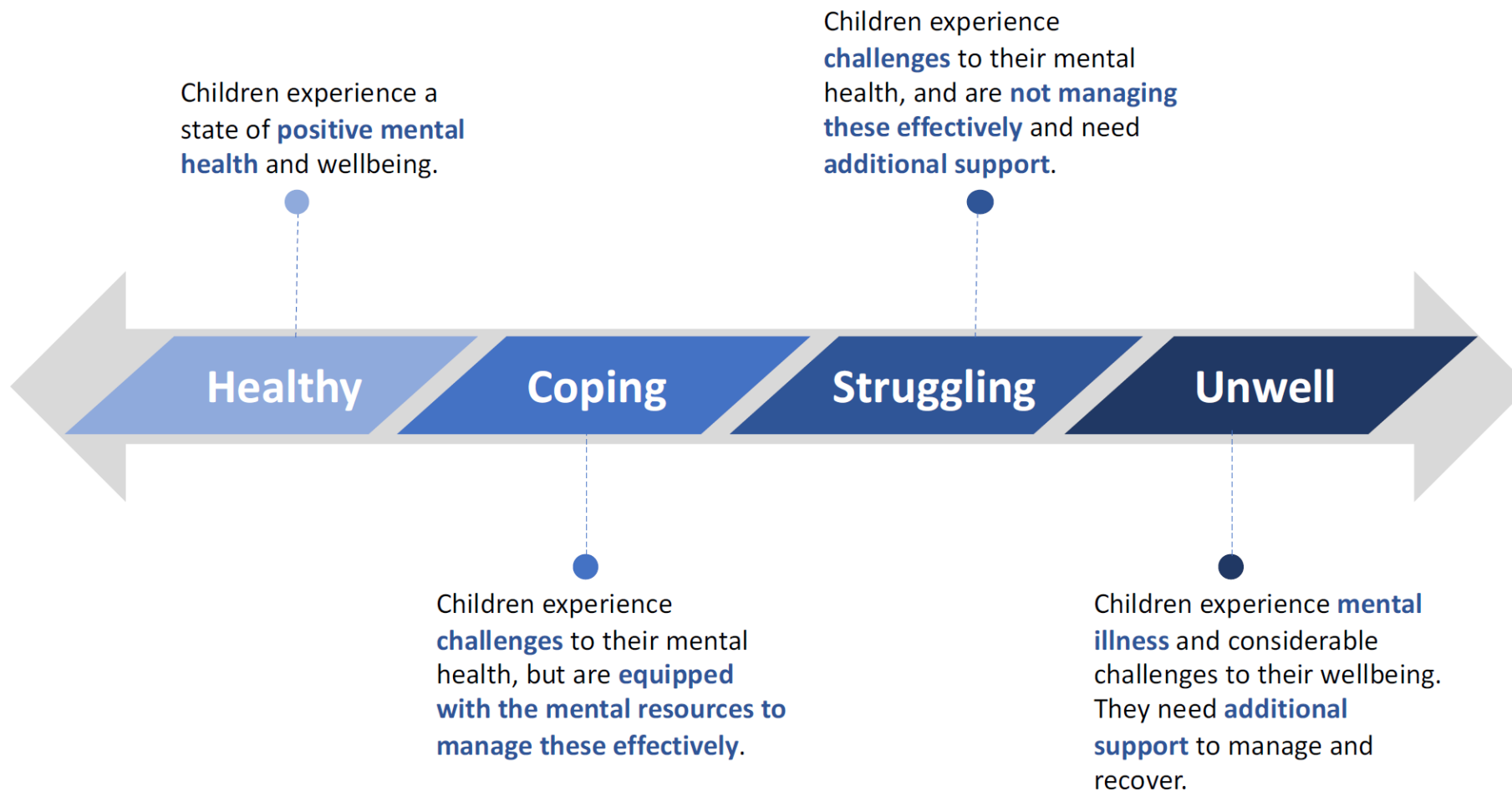


Image source: Draft National Children's Mental Health and Wellbeing Strategy, Draft December 2020, p. 6

Wellbeing continuum
National children's mental health & Wellbeing strategy



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Access to services



53%

of children with mental illness used **health services** for emotional or behavioural struggles¹

The following were the most commonly seen health professionals:

- ➔ **General practitioner**..... **35.0%**
- ➔ **Psychologist** **23.9%**
- ➔ **Paediatrician** **21.0%**
- ➔ **Counsellors or family therapist** **20.7%**



40%

of children with mental illness used or attended **services provided by their school** for emotional or behavioural struggles¹



Rates of mental illness were higher in those **living outside of greater capital cities** (12.6% for greater capital cities, 16.2% for those outside) but service use was similar (56.7% for those in greater capital cities, 55.1% for those outside)¹

¹ Lawrence D, Johnson S, Hafekost J, Boterhoven De Haan K, Sawyer M, Ainley J, Zubrick SR (2015) The Mental Health of Children and Adolescents. Report on the second Australian Child and Adolescent Survey of Mental Health and Wellbeing. Department of Health, Canberra.

Access to Services

National children's mental Health & Wellbeing strategy



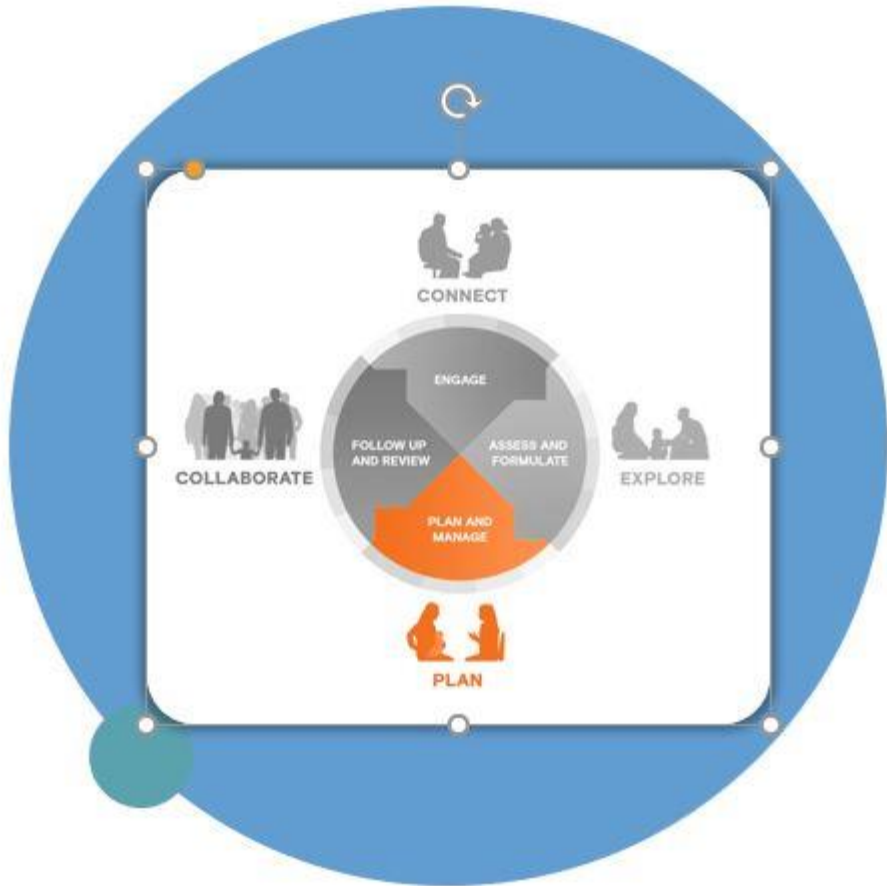
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The 'plan' phase

- discussing the diagnosis and/or formulation
- identifying and discussing referral options
- setting goals
- providing support and psychoeducation.



Providing guidance and support



Practical tips to families who are facing challenges with their children:

- Discussing common problems
- Explaining 'typical developmental behaviour'.
- Providing ideas on ways to promote positive family experiences
- Emphasising the development of routines
- Helping parents to support their children to manage their 'big feelings'.

Prior to referring a family consider...

- Does this family have capacity to support the child's mental health needs without further support?
- Has the child's functioning improved or deteriorated since the initial appointment?
- Do you have any safety concerns around this child and family?



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Medicare requirements



- Formulation and/or diagnosis
- Setting goals
- Considering referral
- Providing education
- Safety netting
- Working with the team
- Documentation



Skills



- Consider referral
- Develop a plan
- Provide education

Shared understanding

- Family readiness
- The priorities you have identified and discussed with the family
- Services the family has used
- Whether a single service or integrated service is required (e.g. a clinical and/or non-clinical combination)
- Whether the referral/s meet the child's and family's biopsychosocial needs
- Whether the family has sufficient resources to access services.

Discussing diagnosis and/or formulation

Talk about your formulation and, where appropriate, a diagnosis or provisional diagnosis for the child.

Your formulation helps you to make sense of all the biopsychosocial factors which are impacting on the child. It will guide you through a collaborative conversation with the child and family around the best ways of supporting their needs.



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Biopsychosocial formulation

	Biological	Psychological	Sociocultural
Predisposing			
Precipitating			
Perpetuating			
Protective			



Biopsychosocial formulation integrates biopsychosocial assessment

1. Prioritises recovery (collaboratively) and anticipates it: step by step
2. Can outline stages to a recovery plan (makes a friend of time)
3. Focuses review, and monitoring of recovery
4. Organises thinking of GP & scaffolds ongoing relationship

GP2: “I think the formulation grid, I would use it quite a bit. It helps to marshall your thoughts appropriately and in a Prioritising way... I mean you do it anyway, but its not a structured process”



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Setting goals

Parents know their child better than anyone, and they will have a perspective on what their child's difficulties may be. This knowledge about the child, as well as any background information that the parent brings, is important for shaping the priorities for further exploration.



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Specific Interests



Child360: The app every parent needs

**Proactively support your
child's mental health**

Features

- Create a personalised profile based on your child's needs
- Access useful articles, videos, podcasts & more
- Find & contact support services
- Create a customised letter for your GP

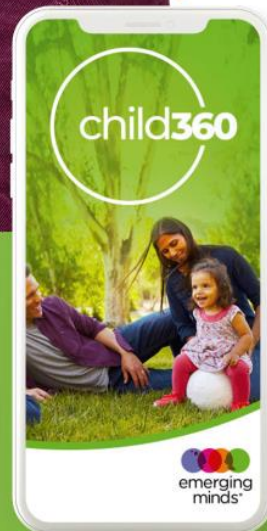
**Download
for free**



info@emergingminds.com.au
www.emergingminds.com.au



The National Workforce Centre for Child Mental Health is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program



Providing psychoeducation

The goal of psychoeducation is to provide information that increases the family's knowledge and understanding of the current mental health concerns and enables them to work more effectively to address these difficulties.

Parents of infants and young children may benefit from information around children's development (including their social and emotional development, developmental milestones and transitions), parenting strategies, and common sleep and behaviour difficulties.

Emerging Minds can send you Child360 flyers to print and share or display in your practice.

Additional resources

- [Emerging Minds resources](#), including the [Parents, carers and families toolkit](#).
- Course: [A GP framework for infant and early childhood mental health assessment \(0-5 years\)](#) -accredited by the Royal Australian College of General Practitioners (RACGP) for CPD Activity or Accredited Activity points
- Parenting courses such as [Triple P](#) and [Circle of Security](#) can also be beneficial in improving child mental health literacy.
- [Podcasts](#)
- A [GP toolkit](#) of 58 resources.
- The [Raising Children Network](#).

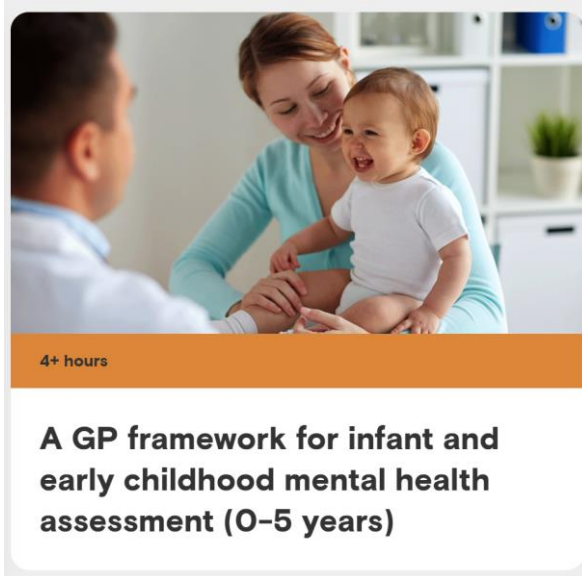
If you are interested in posters or hand-outs of the Child360 app information please contact:

Amanda Warren : warrena@emergingminds.com.au

Engagement Officer - Primary Health at Emerging Minds



Emerging Minds

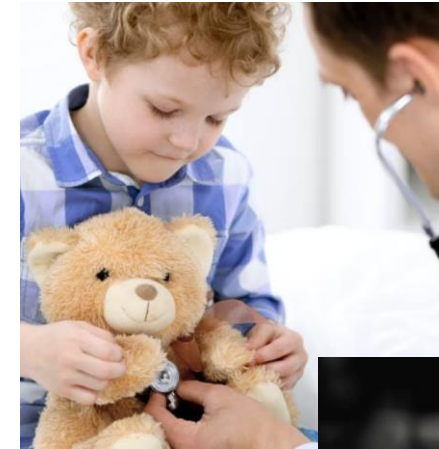


www.emergingminds.com.au

Accreditation

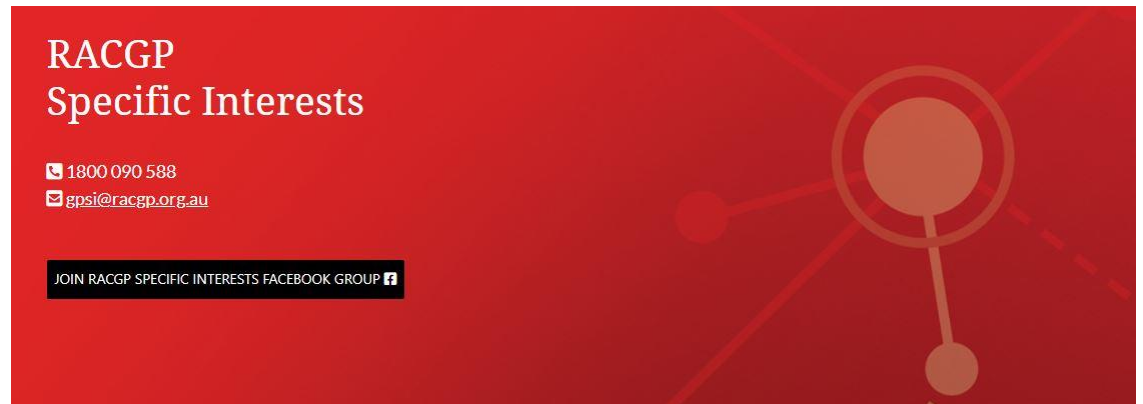
This course is accredited with the RACGP as a CPD Accredited Activity and will attract 40 CPD points.

The course is also accredited by the General Practice Mental Health Standards Collaboration (GPMHSC) as a stand-alone Clinical Enhancement Module (as part of the MHST modular pathway) and with ACRRM as a PDP Accredited Activity.



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Join the Child and Young Person's Health
Specific Interest Group
GPSI@racgp.org.au



<https://www.racgp.org.au/the-racgp/faculties/specific-interests/become-a-member>

Q&A and panel discussion

Please type your question in the Q&A box below or upvote a favourite question

Thank you



Healthy Profession.
Healthy Australia.