December 2020

CO-DESIGNING
INTEGRATED
SERVICE DELIVERY
IN MELBOURNE'S
EAST



YLab.

We would like to acknowledge the traditional custodians of the land on which we meet and work throughout Australia. We pay our respects to their elders past, present and emerging and acknowledge that sovereignty was never ceded.

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# **Project Overview**

# **Project Overview**

#### The Context:

Young people in the Eastern Metropolitan and interfacing areas are experiencing complex and intersecting challenges when it comes to their access of health and social services. Despite this, service providers and young people have sincere aspirations of creating seamless, user-centred and flexible services.

The Eastern Metropolitan Partnership commissioned YLab to use co-design to understand young people's aspirations for seamless access to integrated health and social services could look like, with an initial focus on a service hub for young people particularly those experiencing challenges with mental health.

#### The Process:

YLab completed this by **conducting a review of relevant literature** on service use in the region, to develop six research questions to form the base of the codesign workshops. YLab Associates, young people with diverse lived experiences themselves, designed **two 3-hour workshops** attended by 22 young people from the region.

This project and subsequently this report, outlines the key barriers young people are experiencing in accessing quality, connected services, the attributes for success as defined by young people, the ideal user-journey young people would like to take and a series of ideas visioned by young people.

# **Project OVerview (cont.)**

This co-design was conducted during Stage 4 Lockdown in Metropolitan Melbourne due to COVID-19, so the report includes a section specifically on how young people's aspirations for accessing good health care have been impacted by COVID-19. In particular, young people describe the value of using technology for using services, but the limitations sometimes present due to access to internet or familiarity with platforms.

COVID-19 has caused significant shifts and innovation across service delivery: these learnings are an incredible opportunity to reimagine future delivery of integrated services for young people.

#### The Findings

This report provides many and detailed insights on young people's hopes for connected health care provision, with three resounding principles for design and implementation being (see page 17 for more detail:

- 1. Dedicate time and resources to relationship building and strengthening internally AND externally
- 2. Invest in co-design AND co-delivery
- 3.Encourage innovation and creativity in design and implementation

We also provide a set of recommendations for the Eastern Metropolitan Partnership to progress based on our findings in the report. These include (see page 46 for more detail):

- 1. Further Co-Design
- 2. Ideation and Prototyping Investment
- 3. Review of upcoming and current related projects to feed insights through

## **Our Approach**

Background Research
 YLab completed desktop research to synthesise the current work and evidence related young people in the Eastern Metropolitan region experiences of service access, and their barriers and aspirations for their user experiences.

- Co-Design Workshops
  YLab Associates designed and facilitated 2 x three-hour co-design workshops with 22 young people from the Eastern Metropolitan region to better understand their experiencing of accessing support services and to explore what excellent integrated services might look like
- Report Design and Delivery

  Findings from the desktop research and co-design workshop have been synthesised to deliver this report, providing insights on ideal user journeys, ideas for testing and implementation and young people's aspirations for their service experience.

# Methodology: Background Research

# Background Research Inputs

#### Relevant available literature

Out of 36 sources provided, 16 were determined especially relevant and summarised for background research. The review examines findings from, including but not limited to the following sources identified by the Eastern Metropolitan Partnership:

- Recent relevant consultations undertaken with young people in the Eastern Metropolitan area
- Yarra Ranges Council submission to The Royal Commission into Victoria's Mental Health System
- Domestic academic research
- Eastern Metropolitan PHN Youth Health Hub project reports
- Locally available data and intel such as council reports, primary health network reports, and community health services (for example, publicly available strategies, policies)
- Full list of sources can be found in the bibliography

# **Background Research Themes**

Key themes reviewed in Desktop Research that informed this report include:

#### 1. Place-based concepts and information

- Demographic data, understanding of EMR, framework around place-based services

#### 2. Attributes of success

- Service delivery, health broadly, hub models

#### 3. Understandings of integration

- Theory, case studies, EMR specific examples

#### 4. Overcoming barriers

- Info on what the barriers are, and ways to overcome them

#### 5. Joined up services and data

- Definitions of wrap around support, info on data sharing, etc

#### 6. Young voices

- Where young people's experiences are directly represented

# Methodology: Co-Design Workshops

# Workshop Research questions

Based on our background research, we determined the following questions to be the focus of our workshop:

- What are the attributes young people want when they experience seamless access to wrap-around services?
- 2. How do we overcome current barriers to access and sustained engagement with services?
- 3. What is currently working?
- 4. How do we deliver 'joined-up' services that are coordinated to meet an individual's breadth of needs?
- 5. How do we best share information amongst providers so that young people don't have to repeat their stories over again? What control do young people want in respects to this?
- 6. What is the broad definition of what a wraparound services mix should look like in an integrated model including; social, community, health, education, training, employment, drug & alcohol, justice etc.?

# Participant Demographics

#### Young people

Through the Eastern Metropolitan Partnership and YLab networks, a diverse cohort of local young people were recruited to take part in the co-design workshops that will inform the report.

One of YLab's core principles is that young people's lived experience is considered expertise. With this in mind, each young person was given a \$120 gift voucher for their time.

#### **Demographics**

- 22 diverse young people took part, including demographics such as:
  - Young people between the ages of 15 25
  - Female, male, non-binary and trans gender identities
  - Young people from culturally and linguistically diverse backgrounds
  - Young people living with disability
  - Young people with lived experience of homelessness + out-of-home care
  - Young people who are International students
  - LGBTQIA+ young people

#### **Missing Demographics**

- Aboriginal and/or Torres-Strait Islander young people
- Newly arrived young migrants and refugees

# **Workshop Design**

The co-design workshops facilitated for this project were designed and delivered by young people with lived experience of attempting to access services, who also have a connection to Melbourne's East.

YLab created a safe and engaging online space using Zoom and Google Slides to ensure participants felt confident expressing their opinions, experience and ideas.

The workshops were age specific, with workshop one including participants aged 20 - 25, and workshop 2 including participants aged 15 - 20. While participation styles varied, there was significant overlap in both cohorts ideas and opportunities for integrated service hub design and delivery.

Opposite is a snapshot of the slides used to facilitate the workshops. See Appendix A for a photograph of the workshops in action!



# Co-Design Findings

# Overall Principles for Success

The following principles for success have been identified based on all insight gathering and synthesis activities across the life of the project. To successfully action and implement the insights and ideas identified in this report, we recommend using these principles as a foundation to all further steps taken in designing and delivering integrated services in Melbourne's East.

# 1. Dedicate time and resources to relationship building and strengthening internally AND externally

#### How?

The integrated service hub will prioritise relationship building and strengthening across services, between young people and service providers and also between the hub and external organisations such as local schools, sports clubs and religious institutions

#### Looks Like:

- Employing dedicated facilitators to enable strong relationships to form, both individual and organisational, to create a strong culture of respect and support
- Ensuring that all individuals recognise the value in understanding the values and purposes of each service across the hub, as well as their approaches and methodology
- Building ongoing relationships with external organisations to ensure the hub has a strong place-based approach to it's operation and that a sense of community ownership is developed locally

#### 2. Invest in co-design AND co-delivery

#### How?

The integrated service hub will be both co-designed AND co-delivered with local communities, ensuring that there are pathways in place to build capacity, qualifications and confidence for local community to deliver and lead work across different services

#### Looks Like:

- Recognising and supporting different approaches of hub delivery and operations that encourage diverse local community members to be involved
- Piloting initiatives that aim to enable diverse people with lived experience and technical expertise from local community to become leaders of hub services
- Creating training and employment pathways with external organisations, including education institutions, ensuring that investment and resources are focused on developing local talent, expertise and experience in integrated service hub delivery

### 3.Encourage innovation and creativity in design and implementation

#### How?

The integrated service hub will be designed and delivered celebrating innovation and creativity that can respond to technological, social and environmental changes in timely and purpose-driven processes and practices

#### **Looks Like:**

- Providing ongoing opportunities for young people to imagine what excellent integrated service design and delivery looks like, while also ensuring they are appropriately remunerated for their time
- Building processes that both recognise duty of care, confidentiality and safety practices while also creating space for innovation and creativity
- Designing and building physical spaces in the integrated service hub that are fit for purpose and that also foster creative and innovative thought and experimentation

### Overview - Barriers to access

Based on background research and co-design workshop outputs, the following barriers were identified that impact young people's ability to access services and support in integrated and other service settings. For more information on these barriers, see Appendix B.

	Experience	Place-based	Structure
Detailed in research	Information overwhelm	Location and transport	Accessibility gap
	Stigma in seeking support	Inconsistent care experience	Cost
	Lack of diversity competence	Intimidating physical design	GP referral limitations
	Confusing administration	Service transitions	Lack of options
		Wait times	Lack of transparency
Co-design workshop findings	Seen as a problem not a person	Formal supports only	No case management
	Clinical alienation	Lone service journey	Changing clinicians
	Little information on clinicians	Confidentiality concerns	Deficit view of support

# If you could change one thing...

At the beginning of each workshop, young people were asked the question:

"If you could change one thing about service access, what would it be?

We have synthesized their responses to understand young people's priorities for change:

**Trauma-informed services** More advertising and information about services **LGBTQI+** inclusive No costs Less clinical - more personal! **Continuity of Care** As many sessions as needed **Anonymous options Telehealth options** Lived experience workforce **Safety and Transparency Beyond crisis care** 

# **Journey Map Overview**

The main workshop activity is structured around a **Journey Map** composing of **6 Pit Stops** that each represent a step in the service delivery process.

Young people were asked to reflect on their **current and ideal experiences** for each pit stop, and **potential solutions** to bridge this gap.

We have represented these outcomes in terms of **Attributes of Success** comprised of the overarching themes of each pit stop, followed by **ideas from young people** on how to address these in practice.





# 1. Finding Support

How and where young people want to find information and contact a service that they need.

#### **Attributes of Success**

#### **Autonomy and Choice**

- Young people feel ownership over the support they engage with
- Young people are able to make informed choices about their support

#### Confidence

Information is available and communicated in ways that support young people to feel confident accessing services and making decisions about their support

#### **Normalising**



Accessing support is normalised in the context of a youth hub that focuses on young people thriving; a strengths based approach

#### Peer-peer support



Young people are connected with other young people who 'get it'



# 1. Finding Support

Young people's experiences

"Endless web searching "

"Hard to find someone that had experience in what I needed"\* "(I'd like to) have clarity on the types of services that are for me - like People of Colour or LGBT friendly spaces (are identified) so you know they will be judgment free zones" "I don't know where to start"

"I think confidential ways of being able to seek that support is really important"



# 1. Finding Support

#### How might we make it easy to find services and support?

Services and support can be made easier to find by **meeting young people where they are** both virtually (social media) and physically (high traffic location).

Ideas include young people being provided with brochures on different services offered and **bios of specific practitioners** while at the GP, school, or work. Having representatives from a service hub come to these places to identify options in choosing a provider."

Engaging schools to provide mental and allied health information, education and support, with teachers trained in recognising student issues.

Peer workers can engage directly with young people in their communities as a point of contact they feel comfortable to reach out to and follow up with.

Giving young people more control via several service options or referrals so they can find a good match



#### Idea:

A centralised information resource on how to find services to meet your specific needs, advertised and available in places young people already frequent. This could be an online space or a casual hangout with service navigators present.



# 2. Getting There

Ideal transit, access options, and operating hours for a service hub, including outreach and remote models that do not require transport.

#### **Attributes of Success**

#### **Availability**

- Young people have access to services at the times most suited to their lives
- Young people have access to services close to them

#### **Specific support**



Young people have access to culturally safe, LGBTQIA+ inclusive services near them and generalised services know where to refer young people

#### **Modalities**



Services are delivered in multiple ways (physically, virtually and in combination) based on what makes most sense for individual young people

#### Convenience



Young people are able to access services easily and independently



Public transport or service-specific transport options are available



# 2. Getting There

Young people's experiences

"Trying to access something outside of hours, especially if it was like an online booking site, those sessions were always booked out immediately"

"Services at uni are really convenient because the service is LOCATED WHERE I **ALREADY AM"** 

"If you don't want others to know (where you are going) it's really difficult"\*

"I found myself going less or thinking "I could probably hold off" (on getting support) when I was still taking public transport"\*

Key:

15-20

18-25



### 2. Getting There

### How might we ensure all young people can get to the support they need?

Free Telehealth has been identified as a **necessary** service option to retain post-Covid to ensure more young people can access support - but still not a replacement for in-person care. This can be made easier by providing young people the resources they need to travel, such as transport fare, or providing outreach services in the community and the home.

Creating the opportunity to seek out support in a more **casual and familiar environment** helps young people feel comfortable.

### How might we support all young people to feel like they know where to go?

**Direct contact options** for administration and your clinician via email and text are also important when making it to appointments on time, and feeling confident to **reach out before a crisis occurs.** 



#### Idea:

"Mobile service that sets up in an open place of your choice where it would be the best place for you to talk"



# 3. Service Entry

The service intake process and how it could be improved. Young people are asked what helps them to feel informed and comfortable in a new service environment.

#### **Attributes of Success**

#### **Scoping professionals**



Innovative methods are used for young people to get to know the professionals they will work with, before they work with them

#### Informal engagements with professionals



Young people are supported to engage in informal engagements with the professionals they work with so that power imbalances are acknowledged and mitigated

#### Supportive and engaging physical spaces



Physical environments are co-designed and engaging: physical spaces feel welcoming, inclusive and non-clinical

#### **Access to Information**



Young people being provided with adequate and clear information about how the service works, what it costs, and how to navigate it



# 3. Service Entry

Young people's experiences

"People referring to aspects of my life using outdated and inappropriate terms for disability can cause mistrust"

"(It's) very clinical and procedure-like, almost robot-like, not personal" "(It feels like) there is a poor understanding as to what a service does and can offer"\*

"When a service is not "a fit", support in finding one that does is rarely offered. This is particularly the experience of individuals with complexity"\* "I'm not sure who I'm going to see in the appointment"

Key:

15-20

18-25



## 3. Service Entry

#### How might we help young people feel confident to successfully navigate a service?

Not underestimating the difficulty young people experience **navigating systems from outside**, and **from inside too**. Services should be **aware of other support options** who can direct young people and reduce the feeling of being alone in the journey.

Peer workers or advocates that support young people to find the right service, **wayfinding maps**, support knowing what to ask and what professionals need to know, what to bring to your first appointment.

Young people speak to wanting **clear information available** and a streamlined entry and payment process. Ideas include increasing young people's comfort with a welcoming, **casual waiting room**, side entrance option, and being able to use an app or text to book appointments.



#### Idea:

"Brochures and flow charts from GP outlining what is available for different situations"



# 4. First Appointment

How young people want to work with their clinician or health service provider, and the choices surrounding their care from the first meeting

#### **Attributes of Success**

#### **Knowing what to say**



Young people are provided with a list of questions that professionals may ask and other useful information so they feel prepared before their first appointment

#### Multiple methods of communication



Multiple methods (call, text, chat, email, Zoom) are offered to young people to connect with services, professionals and manage administration so that accessing support is comfortable

#### Checking in



Young people have clear ways to check-in after their first appointment, and are supported to find an alternatives so that service engagement does not stop after one negative interaction



# 4. First Appointment

Young people's experiences (x)

"(I) have to explain my life story to someone new and not knowing what to tell them so that they can help me"\* "There's a real need for more peer informed support services to be out there or clinicians that have that lived experience (..)

People being happy to sit with you and meet with you wherever you're at, rather than coming from a kind of I'm up here, you're down there."\*

I'm very nervous on my first appointment. And I feel like I have no idea what I'm stepping into.
And not knowing who I'm going to meet or what the appointment will be like.

Key: 15-20 18-25



## 4. First Appointment

## How might we create meaningful connections between services and young people?

Having a more in-depth assessment of a young person's **needs and circumstances**, to have processes adapted to the lifestyle needs of young people of different age groups, such as service times and activities.

It is important and to **employ diverse staff** so young people can talk to someone with a similar background, and allowing different **options for spaces** services can be delivered, such as at a park or a cafe.

# How might we make the first experience engaging with a service a *great* one?

Being prepared for your session with ways to make the most of it, **how to ask questions**, and pre-work to bring. It is important to feel that your care is personalised and feeling at ease with your provider.



#### Idea:

Having clinicians checking in on clients to see how they're feeling after a few weeks in order to follow up via a more casual method such as text or a conversation



# 5. Staying Engaged

How young people want to contact their health service and how treatment can be sustainable throughout daily life.

#### **Attributes of Success**

#### Connection



Young people have meaningfully connected with their service provider, with the clinician remembering their basic case details

Young people feel safe, seen and see themselves represented and respected



#### **Feedback**



Young people understand how to give feedback, what happens to their feedback and how their ideas or needs will be incorporated

#### Clear next steps



Next steps (administration, booking, transfers service, referrals, external processes) are clearly communicated to young people so that they know where they are up to and what the next steps are



# 5. Staying Engaged

Young people's experiences

"(I) gave a piece of paper to give feedback that was thrown out or disregarded"

"You're allowed six sessions, but then you can't actually access any more. (...) Six sessions is not a lot, I feel like that doesn't even scratch the surface. (...)It probably takes me six sessions to build trust."

"(I) get asked the same thing over and over again, it sucks (and) brings up trauma" "Difficulty getting there and back reduces likelihood of me doing it"

Key: 15-20 18-25



# 5. Staying Engaged

# How might keep young people engaged with services, including outside of appointment times?

Suggestions from participants include direct approaches such as **easier communication** through mail/text correspondence, and holding regular outreach, **peer discussion groups and community events** to stay in touch.

They also present the idea of services establishing a greater understanding into the young person beyond their presenting issues to effectively plan care and **set goals into everyday life.**Care coordination is identified as a necessary service in order for young people to not feel too overwhelmed by organising appointments and

# How might we support young people to feel empowered during their care?

Making space for **honest feedback** without fear of being treated differently for complaints – and **seeing feedback actioned** in visible ways. There must be ways to easily change clinicians without fuss if things aren't working out. It is important to provide **multiple modes** that feedback can be presented, such as text or an app – not just a form



#### Idea:

Contact after hours as an option. Service does not need to reply, but young people can reach out e.g. emailing a psych between appointments

referrals to return.



## 6. Moving Forward

What it could look like to transition from one service to another, and the input young people have in the evolution of the services they use.

#### **Attributes of Success**

#### Integration



When multiple support services are working with one young person, those services speak to each other and coordinate support

#### **Overlap**



Service delivery is focused on continuity: new professionals are given thorough handovers so that the process doesn't begin at zero again

#### Co-Design



Young people are engaged in an ongoing and authentic way with service design and service delivery that impacts them, and are encouraged to support improvement

#### Preparation for the end of support



There is no 'cliff' to fall off at the end of the journey, but instead a considered and tailored end to service engagement for young people



## 6. Moving Forward

Young people's experiences (x)

Might stay in a service I dont 100% agree with because it is easier when other options far away

> "The young person often falls into the role of case manager, (requiring) constant self advocacy to have needs met"

They're like, "Oh, you can just call this person and then I'll fax them through your blah, blah, blah, you just give them a call" (...). I don't think they realize it's a very big step to just like, cold call a service."

"Services don't involve you in determining priorities"

"(You often) need a label (diagnosis) to get a service"\*

Key: 15-20 18-25



# 6. Moving Forward

# How might we create conditions so that young people transition between services smoothly?

Young people want service transitions that are "warm" - care is not ended with one service prior to beginning with another. This may involve having a **peer worker assist** with getting the new providers up to speed.

It is important that they are provided multiple service options and referrals to choose from to ensure agency. These referrals should be holistic, addressing the **young person's priorities** that can span all domains of life, as opposed to the opinion of the last service provider.



### Idea:

Consensual information sharing, a profile that can be discussed with clinicians/workers within a session



1. Recognition of the journey



2. Others who know the way



3. Journey companions



4. Support for the mountains



5. The ability to turn back



6. No dead ends or cliffs to fall off

Throughout the workshops, young people identified ideas and attitudes that transcend any individual Pit Stop: these universal themes are the Journey Essentials.

They are indispensable to ensuring a young person's journey of support and accessing services is successful, and are important for each Pit Stop (and in between).

These **Journey Essentials** describe **principles, attitudes and solutions** young people need in place to access and navigate their service/support journey.



# 1. Recognition of the journey

Cultural shifts are needed to change the system.

<u>This looks like</u>: service providers and support services recognise that each young person is on a unique journey. It is understood that each interaction with a service is part of a larger story that started before service engagement and continues beyond each appointment.

# 2. Others who know the way

Young people emphasised the need for 'way finders' (the people on the journey who know how to read the map, and know which way to go).

<u>This looks like:</u> service navigators and care coordinators are an integral aspect of every young person's journey and provide guidance for navigating the system.



# 3. Journey companions

Young people need access to peer support workers who have been on a journey or are still on one.

<u>This looks like:</u> young people are trained and paid by services as peer support workers. Young people can connect with others who may have been in similar situations, who understand the system and are 'step ahead' mentors who can break down barriers of experience and understanding.

# 4. Support for the mountains

Extra support is needed for the 'mountains' (the really tough bits of the journey, including referrals).

<u>This looks like</u>: young people are given options to overcome key barriers, particularly around administration and referrals. Trusted others can make appointments on behalf of young people, and multiple options of delivery are available. Identifying the unique mountains that are difficult to climb with young people is crucial.



# 5. The ability to turn back

When a service isn't right, young people have ways of 'breaking up' with the service and turning back to find an alternative path.

<u>This looks like</u>: matchmaking between services and young people includes proactive conversations about 'the right fit'. Instead of abandoning support altogether, young people are given choices when a service isn't working out or right for them.

### 6. No dead ends or cliffs to fall off

Free session limits and minimal planning around the end of service engagement cause dead ends and cliffs that create financial pressure and/or end support prematurely.

<u>This looks like</u>: young people don't feel the pressure of 'wasting' free sessions finding the right fit - it can take up to six sessions just to find the support they need! Young people are supported with end-of-service-engagement planning, which is considered and tailored to each person.

# Deep Dive Topic: My Story, My Rules

# My Story, My Rules

Absent from our background research, we asked young people several "deep dive" open questions on how they want to share their story with services, and how a digital case file could be shared across providers – including addressing concerns around data use and privacy. The results have revealed four rules when it comes to how young people want to share their stories. This section will break down these rules and examples of how to put them into prio

- Share information in a consensual and respectful way
- 2. Prioritise building trust
- Ensure young people understand their rights
- A. Normalise different methods of storytelling through different avenues

# My Story, My Rules



# Share information in a consensual and respectful way

Young people stress that ongoing and specific consent is integral to any model of a digital file that may be shared between services, without blanket rules. They should be allowed to easily read and make changes to their file, and know who can see it.



# **Prioritise Building Trust**

Young people wish to trust their clinician as a peer before feeling comfortable sharing their story. It is important to know their attitude, values, and professional experience.

Trust must be maintained by not having the young person repeat their story unnecessarily.



### Idea:

"I want to read what clinicians have written down so I know what's being said - being able to edit your own summary or overview. Things do change quickly when you are younger (and) this would be more accurate and empowering to have a template that you can keep changing over time"



### Idea:

"There's a real need for peer-informed support services to be out there. I think it can really make a huge difference... people being happy to sit with you and meet you wherever you are at, rather from coming from (the perspective that) you're up there, I'm down there"

# My Story, My Rules



# Ensure young people understand their rights

Young people have said that they need to fully understand their rights and privacy protections before creating a file to be shared. This process needs to be delivered in a detailed conversation with the opportunity to ask questions. Young people have particular concerns surrounding the privacy of their data outside of health services – such as visibility to future employers and law enforcement.



### Idea:

"Some service providers are not belonging to clinical psych rebate option and say they are 'counsellors' which is better because the data is not recorded and won't impact employability"



# Normalise different methods of storytelling through different avenues

Young people expressed many different preferences for methods of communication at an administrative level. In telling their story, some young people with to be prompted on specific relevant areas to share, and others with to tell their story in full with no interruption.

Having a more personalised intake will improve on the existing constraints of forms such as K10. Methods suggested include self-written overviews, face-to-face discussions in informal spaces, and telehealth - all sharing a priority of the young person's comfort, taking place outside of clinical settings.



### Idea:

"Have case managers (..) or peer workers (..) available for clients to help with the repetition of storytelling (and) referrals and transitions to services. These peer workers need to be easily accessible for young people and not limited to specific individuals (eg. disability)"

# Deep Dive Topics: Accessing Services in the time of Covid-19

# Accessing Services in the time of Covid-19

This report has been developed in the midst of the Covid crisis. This provided us the opportunity to ask young people about their experiences of accessing mental health support <u>right now</u>, to understand how their access has been affected by the disruption, and what they want to see changed:

# The Tech

- Young people don't want lack of access to reliable internet to be a barrier to accessing services
- Young people want to know that practitioners have the training and necessary digital skills to be able to provide them with the support they need
- Young people want to use accessible and responsive tech tools to access support - this includes chat functions, websites and video applications

# **Ways of Engaging**

- Young people want to be able to access services and support using the online spaces they already use like social media and gaming channels
- Young people want access to facilitated online activities that are interactive and engaging and that include a sense of community
- Young people want to be able to know about the service providers they will be interacting with, not just their qualifications and specialist skills, but also topics like their interests and favourite foods to build rapport and make sure things don't feel so clinical or formal

# **Agency and Privacy**

- Young people want to be able to access support without the risk of their families and carers finding out or hearing their conversations
- Young people do not want to just have to conform to the service provider's delivery preferences
- Young people want to be able to set boundaries around how much service providers see into their homes and lives



Idea:

Give service providers a crash course in the tech and actively seek out the best possible applications to use invest in good tech and ensuring that people know how to use it!



Idea:

Create online spaces specifically for young people to hang out and chat to each other about their experiences, as well as things unrelated to why they're using the services. Find ways of building community in a Covid-19 world!



Idea:

Give young people the opportunity to decide how they want to engage online with service providers, sometimes messaging feels safer than video calls if possible... make a plan together at the start and stick to it.

# Recommendations

# Recommendations

We have developed the following recommendations for the Eastern Metropolitan Partnership to be able to progress this co-design work as opportunities for implementation arise:

## 1. Further Co-design:

We recommend that more time and resources are invested into co-design of integrated service hubs in Melbourne's East, with a focus on recruiting First Nations young people and young people who are recent migrants and/or refugees as these demographics were not represented in co-design to date. YLab also recommends that the 22 young people who were engaged in initial co-design activities be re-engaged in future opportunities, building their connections with the integrated services from initiation, while also investing in growing their confidence and capabilities in taking part in co-design activities

## 2. Ideation and Prototyping Investment:

These initial workshops saw the development of over 30 ideas for integrated service hub design and delivery. We recommend investment in exploring these ideas further and prototyping with both current and new participants to test and iterate, ensuring that young people's visions for success are understood and properly represented for implementation. This would also provide the opportunity to narrow scope of co-design and develop detailed characteristics and plans for implementation

## 3. Review of upcoming and current related projects to feed insights into:

We recommend that the Eastern Metropolitan Partnership undertakes an environmental scan of projects in Melbourne's East that would benefit from the insights gathered in this report and shares across industries and sectors. We also recommend providing opportunities for the YLab project team to meet with partners where appropriate to share learnings and insights from young people with lived experience directly

# Conclusion

# **Conclusion**

The young people engaged in this project came from many different backgrounds, cultures, lived experiences and identities. It was clear that while they had different circumstances and needs, there is planning and investment that can be done that has the potential to make a difference in all of their lives. We believe that if acted on, the principles and recommendations put forward in this report will ensure that the Eastern Metropolitan region sets the example for the rest of Victoria and beyond.

We are grateful to the Eastern Metropolitan Partnership for giving us the opportunity to co-design what excellent integrated service delivery might look like, and look forward to the outcomes of this project being acted upon and implemented wherever possible.

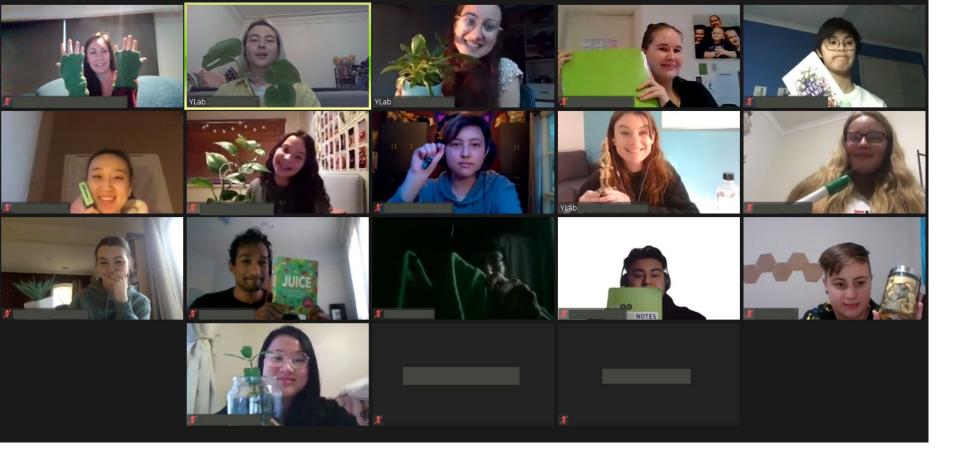
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# Appendix A

**Workshop in Action** 



"Everyone find something...green!"

# Appendix B

**Access Barriers in Detail** 



# 1. Finding Support

## Barriers to Success

- 1. Stigma
  - a. Stigma prevents young people from seeking support
  - b. It is difficult to access services confidentially as a young person
  - Discrete service access is lacking, and young people often feel exposed or judged when accessing support

### Overwhelm

- a. There is an overwhelming amount of information, websites and apps
- b. It is difficult to understand systems and options from the outside (and often, from the inside too)

### Clinical

a. Information is often presented in technical, clinical, medical, legal or professional terms, not in language that resonates with young people



# 2. Getting There

## **Barriers to Success:**

- 1. Accessibility
  - a. Accessible information, buildings and service delivery is often missing or doesn't cater for young people with disability
- 2. Physicality
  - a. Physical design of services often feel intimidating and unwelcoming
  - Previous reliance on physical service delivery was a barrier, however telehealth doesn't work for everyone
- 3. Cost
  - a. Costs associated with transport, and costs associated with ongoing services are barriers for young people
- 4. Confidentiality
  - Services are delivered in multiple ways (physically, virtually and in combination)
     based on what makes most sense for individual young people



# 3. Service Entry

# **Barriers to Success:**

- 1. Being alone in the journey
  - Support to find support is very rare: inter-service referrals rarely occur beyond having a designated support coordinator which most young people don't have access to
- Finding the 'right feel'
  - When services exist in isolation, the focus on the overall experience (from intake to transition to service end) gets lost
- 3. GPs as gatekeepers
  - Young people often reach out to GPs as the first point of call for support, which regularly views difficulties through a medical model only, limiting the support services which are considered



# 4. First Appointment

## **Barriers to Success**

- 1. 'Case manager' expectation
  - a. Young people feel that they are expected to 'case manage' their support; the administration aspects of accessing support can feel daunting
- 2. Focus on 'what's wrong' not 'what is happening'
  - Young people feel like they are immediately seen as their 'problems' not as who they are
- 3. Not knowing the approach
  - Young people want to know the approach the professional takes to their work (in non-professional language) so they can understand expectations, how to best make use of services and if they have found a good fit



# 5. Staying Engaged

## **Barriers to Success**

- 1. Bias towards advocacy
  - a. Systems are difficult to navigate without strong advocacy skills: information is not often freely offered and young people don't always know the right questions to ask
- 2. Incorrect prioritisation
  - a. Young people feel that isolated services often incorrectly prioritise the support they need: without connections clear priorities often get missed
- Need
  - a. Young people often come back to services, not because the support they are receiving is adequate but because they have a distinct need for support, don't know their options or don't know how to 'break up' with a service



# 6. Moving Forward

## **Barriers to Success:**

- 1. Transition periods
  - a. Young people identified a lack of support in the 'in between' periods: waiting to engage with a service, waiting to transfer between services, between appointments
- 2. Formal supports only
  - a. Engaging with a service often looks like appointments exclusively: young people want access to resources, support groups and informal support
- 3. Deficit view of support
  - a. Support services are often only for young people who are experiencing difficulty; young people reported a lack of preventative, proactive support services

# Appendix C About YLab

# What is YLab?

Young people co-designing systems that shape their world.

YLab's vision is to equip young people with the **power**, **networks** and **skills** to shape systems across the globe. We are a nation-wide network of young people and institutions rethinking the systems that shape the world.



# **Our Model**



We employ over 90 young people aged 18-29 years old with diverse lived experience



We provide tailored **learning** and development opportunities



We **connect them with clients** to
solve complex
problems



We do it all using systems thinking and co-design



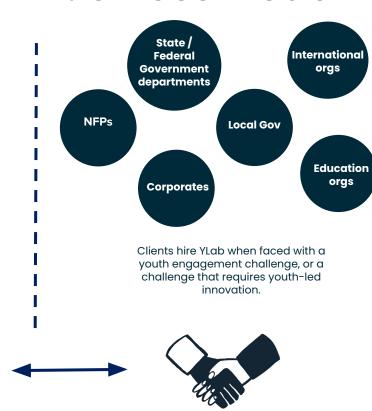
# **Our Business Model**





YLab Associates are young people aged 18-30 recruited based on their diverse lived experiences and disciplines and trained in consulting, co-design and skills for the future of work.





**YLab** matches teams of diverse young people to client needs

# What's unique about us?



Our models are co-designed by young people with diverse lived experiences



Our work is
delivered by
young people with
the coaching and
oversight from
consultants



We are young people,
we understand the
problems your
organisation is facing
and have networks we
can tap into to help
solve them

# YLab co-design and co-delivery process

YLab's approach to youth engagement is founded upon this co-design framework. The foundational principle underpinning this framework is the understanding that co-designing with young people is only effective if young people lead (or "co-lead") the process.

Our framework is built from our deep experience in enabling young people to work in multidisciplinary and intergenerational teams to lead the design of programs, services, infrastructure, and content for young people. It leverages facilitation tools and techniques that address power dynamics within groups to ensure individual young people, including those previously unheard from, feel a sense of agency and have courage to contribute.



# YLab

YLab is a social enterprise that brings young people with diverse lived experience and partners together to tackle society's most complex challenges. We do this through the following services:

# Co-design + Facilitation

YLab's model for co-design brings together those with lived and technical expertise to design solutions to complex problems. YLab facilitators are equipped to deliver engaging workshops for groups of any size. Workshops include

- co-design workshops
- hackathons and creative ideas gatherings
- focus groups
- strategy and planning sessions

### **Creative Services**

YLab Studio delivers high quality video, digital content and other creative products created by skilled YLab Associates.

# **Strategy**

We put young people at the centre of designing and implementing strategies across systems and within organisations.

# **Training and Learning**

YLab has developed a suite of face to face and online learning content that can be tailored to your organisation's needs. We have also created <a href="YLab Learning">YLab</a> Learning, an online learning hub with over 10 hours of content.

# Research + Insights

YLab's work is backed by the Foundation for Young Australians <u>New Work Order</u> research series which looks at the major forces affecting the future of work, young people and our systems.

### **First Nations**

We provide a self-determined platform for young mob to be agents for change in shaping new systems that centre First Nations people and cultures. Our First Nations Associates lead, design, and facilitate projects that make transformative impact on their communities, Australia, and the world.

# Appendix D

**Journey Map** 



# THE JOURNEY MAP 6 PIT STOPS IN THE SERVICE DELIVERY PROCESS

IT COULD FEEL LIKE:



Young people feel ownership over the support they engage with

Young people are able to make informed choices about their support

Information is available and communicated in ways that support young people to feel confident accessing services and making decisions about their support

Accessing support is normalised in the context of a youth hub that focuses on young people thriving; a strengths based approach

Young people are connected with other young people who 'get it'

# IT COULD FEEL LIKE:

# GETTINGTHERE



Young people have access to culturally safe, LGBTQIA+ inclusive services near them and generalised services know where to refer young people

Young people are able to access services easily and independently

Public transport or service-specific transport options are available

Services are delivered in multiple ways (physically, virtually and in combination) based on what makes most sense for individual young people

Young people have access to services at the times most suited to their lives

Young people have access to services close to them

# CONFIDENT, I KNOW WHAT TO RECEIVE"

# SERVICEENTRY

# SCOPING PROFESSIONALS

Innovative methods are used for young people to get to know the professionals they will work with, before they work with them

# ACCESS TO INFORMATION

Young people being provided with adequate and clear information about how the service works, what it costs, and how to navigate it

# WITH PROFESSIONALS

Young people are supported to engage in informal engagements with the professionals they work with so that power imbalances are acknowledged and mitigated

# PHYSICAL SPACES

Physical environments are co-designed and engaging: physical spaces feel welcoming, inclusive and non-clinical



# FIRST APPOINTMENT

Multiple methods (call, text, chat, email, Zoom) are offered to young people to connect with services, professionals and manage administration so that accessing support is comfortable

Young people have clear ways to check-in after their first appointment, and are supported to find an alternatives so that service engagement does not stop after one negative interaction

Young people are provided with a list of questions that professionals may ask and other useful information so they feel prepared before their first appointment



Young people have meaningfully connected with their service provider, with the clinician remembering their basic case details

Young people feel safe, seen and see themselves represented and respected

Young people understand how to give feedback, what happens to their feedback and how their ideas or needs will be incorporated

Next steps (administration, booking, transfers service, referrals, external processes) are clearly communicated to young people so that they know where they are up to and what the next steps are

IT COULD FEEL LIKE:

- QUAL CIAIIDIIIG

When multiple support services are working with one young person, those services speak to each other and coordinate support

Young people are engaged in an ongoing and authentic way with service design and service delivery that impacts them, and are encouraged to support improvement

Service delivery is focused on continuity: new professionals are given thorough handovers so that the process doesn't begin at zero again

# END OF SUPPORT

There is no 'cliff' to fall off at the end of the journey, but instead a considered and tailored end to service engagement for young people

(TO) MATCH (MY) NEEDS."

# NOVINGFORWARD

# JOURNEY ESSENTIALS

# 1. RECOGNITION OF THE JOURNEY

Cultural shifts are needed to change the system.

This looks like: service providers and support services recognise that each young person is on a unique journey. It is understood that each interaction with a service is part of a larger story that started before service engagement and continues beyond each appointment.

# 2. OTHERS WHO KNOW THE WAY

Young people emphasised the need for 'way finders' (the people on the journey who know how to read the map, and know which way to go).

This looks like: service navigators and care coordinators are an integral aspect of every young person's journey and provide guidance for navigating the system.

# 3. JOURNEY COMPANIONS

Young people need access to peer support workers who have been on a journey or are still on one.

This looks like: young people are trained and paid by services as peer support workers. Young people can connect with others who may have been in similar situations, who understand the system and are 'step ahead' mentors who can break down barriers of experience and understanding.

# 4. SUPPORT FOR THE MOUNTAINS

Extra support is needed for the 'mountains' (the really tough bits of the journey, including referrals).

This looks like: young people are given options to overcome key barriers, particularly around administration and referrals. Trusted others can make appointments on behalf of young people, and multiple options of delivery are available. Identifying the unique mountains that are difficult to climb with young people is crucial.

# 5. THE ABILITY TO TURN BACK

When a service isn't right, young people have ways of 'breaking up' with the service and turning back to find an alternative path.

This looks like: matchmaking between services and young people includes proactive conversations about 'the right fit'. Instead of abandoning support altogether, young people are given choices when a service isn't working out or right for them.

# 6. NO DEAD ENDS OR CLIFFS TO FALL OFF

Free session limits and minimal planning around the end of service engagement cause dead ends and cliffs that create financial pressure and/or end support prematurely.

This looks like: young people don't feel the pressure of 'wasting' free sessions finding the right fit - it can take up to six sessions just to find the support they need! Young people are supported with

end-of-service-engagement planning, which is considered and tailored to each person.