



Part 1 - Online Module

FOUNDATIONS IN **PEER SUPPORT**

2020 TRAINING PROGRAM FOR SA PUBLIC SECTOR
PEER SUPPORT OFFICERS



Government
of South Australia

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PEER SUPPORT
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Hi, I m Erma Ranieri

the Commissioner for Public Sector Employment.

Welcome to the online training module for peer support officers.

Firstly, I'd like to congratulate you on being selected as a Peer Support Officer to be a point of contact for colleagues within your agency.

This peer support program across the South Australian Public Sector is an important initiative to help create and support mentally healthy workplaces.

As peer support officers, you will provide employees with a supportive, non-judgemental and confidential ear when they feel at their most vulnerable and need to talk.

Sometimes this will be enough to help someone through a difficult time but sometimes you will also offer a space to discuss options they might want to consider accessing for further support and guidance.

Through this online module you will learn about the role of a Peer Support Officer and the key skills and knowledge needed to fulfil the role, as well as important issues around confidentiality, cultural inclusivity and record keeping.

We know that mental health is a continuum and that by providing support early we can help people take the positive steps to look after themselves, either through self-advocacy or seeking professional help.

There has never been a more important time to support the mental health of our workforce and I thank you for committing to this important initiative to enhance the wellbeing of Public Sector employees.



Erma Ranieri

Commissioner For Public Sector Employment



Internal Peer Support Programs

Appropriately trained contact officers can be used in conjunction with support from managers, human resources and other services.

Peer Support Officers (PSO) may be known by various names including grievance officers or mental health first aid officers.

PSOs are existing employees with additional training and defined responsibilities who can be contacted by employees for support and advice. As they work in the workplace that they support, they will be familiar with the nature of work and likely mental health risks.

Therefore, they are able to develop rapport with people who are upset or stressed, who have experienced crisis or trauma at work or who are experiencing mental illness.

It is important that PSOs know to encourage employees to seek professional support when needed.

It is not appropriate to use PSOs as a replacement for professional services such as psychologists, counsellors or medical professionals.

Defining the roles and expectations of PSOs is important as well as the options available for further support and referrals.

OVERVIEW OF PEER SUPPORT PROGRAMS

SECTION 1

OVERVIEW OF PEER SUPPORT PROGRAMS

The purpose of this section:

- To understand The SA Public Sector Mentally Healthy Workplaces Framework.
- To understand the benefits of a Peer Support Program.
- To understand the different models of peer support - i.e. reactive and proactive.
- To explore the overarching policies, legal framework and associated legislation.

Mentally HEALTHY WORKPLACES FRAMEWORK

Purpose

To create mentally healthy workplaces that support employees through their public sector career.

An integrated approach is critical to ensuring a strong, confident, resilient and agile workforce. This framework is founded on both the South Australian Public Sector Values and Behaviours Framework, the Code of Ethics and the objects and principles of the [Public Sector Act 2009](#).

Critical Success Factors

- 1 Leadership commitment
- 2 Collaborative approach
- 3 Central coordination
- 4 Shared mental health objectives
- 5 Plan of action at multiple levels of the agency
- 6 Commitment of resources
- 7 Measurement of improvements

Develop strategies, policies and procedures that address risks to mental health and evaluate their effectiveness

Ensure work health and safety management systems protect and support mental health and systematically manage risks

Develop organisational culture that reduces stigma, supports mental health and enhances engagement at work

Work environments support mental health

Design roles and work environments that better protect mental health

Raise Awareness

Build understanding and capability to support mental health

Prevent Harm and Manage Risk

Mental health risks are reduced

Intervene Early and Support Recovery

Increase the capability of our people to recognise and respond to mental illness, reduce stigma and support people to seek help early

Mental illness is recognised and responded to

Provide appropriate support services that enable employees with a mental illness to stay at or return to work



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IWORK FOR SA

YOUR VOICE SURVEY

NOTES PAGE

Please use this page to take any notes about the section that you might find interesting, need for future reference or wish to discuss further.

The Mental Health Continuum

Video reflection

1. Where are you currently on the mental health continuum?
2. What work place stressors at your agency may be impacting on employees' wellbeing?
3. What are you doing to improve your own mental health?

Proactive Peer Support NSW Fire

Video reflection

1. What are the strengths and weaknesses of the reactive and proactive models?
2. Are conversations about mental health common in your agency?
3. What do you see as the main work and personal stressors within your agency?
4. Identify some proactive opportunities for the Peer Support Role within your agency?

Section 1 Reflection

Please take some time to go through the following reflection questions.

1. Thinking about your agency, its employees and the services they provide, what do you think employees might be more likely to seek peer support for?
2. Which type of model does your agency want to use?
3. Is there any further information that you may need to research associated with privacy and legislative requirements?
4. Are there any questions that you need to ask during the webinar training?

SECTION 1

OVERVIEW OF PEER SUPPORT PROGRAMS

Key learnings of this section:

- Research tells us that a mentally healthy workplace makes a significant difference to workplace morale as well as the lives of employees.
- Each agency's Peer Support Program will be adapted to suit the structure and specific needs of their employees.
- Reactive peer support is when the Peer Support Officer waits for the employees to initiate contact. The focus of reactive peer support is to empower the colleague and build their capacity to actively seek assistance.
- Proactive peer support is being mindful of your colleagues and being open to ask "are you ok" as the PSO. It also may involve proactive contact with employees experiencing difficulty due to personal or work related issues.

THE ROLE OF PEER SUPPORT OFFICERS

SECTION 2

THE ROLE OF PEER SUPPORT OFFICERS

The purpose of this section:

- To understand the role of Peer Support Officers (PSOs).
- Have a clear understanding of what a PSO does and doesn't do.
- Identify common issues and concerns experienced in the workplace.
- Values that underpin the role of a PSO.

NOTES PAGE

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Mental health at work

Video reflection

1. What are some of the symptoms or signs that could signal an employee is having difficulties at work? PSOs need to be aware of marked and sustained changes in behaviour at work.

3. Is there a stigma in your agency around mental health? How might you reduce this as part of your PSO role?

2. In the video what were the barriers for those employees in accessing support?

Section 2 Reflection

Please take some time to go through the following reflection questions.

1. Consider what additional training/skills/supports you would benefit from in your role as a PSO?
2. What are potential conflicts of interest for you in your PSO role?
3. Can you think of times in your life where you have experienced either a illness-centred or person-centred approach?
4. What will you bring to this role?

SECTION 2

THE ROLE OF PEER SUPPORT OFFICERS

Key learnings of this section:

- Peer support occurs when people provide knowledge, experience, emotional, social or practical help to each other.
- Peer support is distinct from other forms of social support in that the source of support is a work colleague.
- A PSO provides non-clinical support to employees who are experiencing personal or work related issues.
- A PSO should provide support, identify colleagues who may be at risk and facilitate pathways to professional help.

PRIVACY & CONFIDENTIALITY

SECTION 3

PRIVACY & CONFIDENTIALITY

The purpose of this section:

- Understand the role of confidentiality as a Peer Support Officer is key.
- Understand the limitations to confidentiality - i.e. mandatory reporting when there is a risk of harm to the person or others.
- Learn how to communicate these limitations to people seeking peer support.
- Consider legal requirements, potential differences in expectations of Agencies, Guidelines, SA Public Sector Code of Ethics.

NOTES PAGE

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Section 3 Reflection

Please take some time to go through the following reflection questions.

1. What will you say in establishing a peer support relationship that clearly establishes these boundaries up front?

2. Identify who you might go to within your agency for your guidance relating to Privacy & Confidentiality?

3. Can you think of where confidentiality legally needs to be breached or must be report? Think of the following:

- Consider an employee who is also a close friend has disclosed that they have consumed 6 alcoholic drinks during their lunch break and will be transporting children within two hours.

- Consider an employee who regularly makes phone calls regarding their family owned business during work.

SECTION 3

PRIVACY & CONFIDENTIALITY

Key learnings of this section:

- Understand the principles of confidentiality and the importance of this within peer support.
- Privacy is the expectation of an employee that disclosure of personal information is confined to or intended for the PSO only.
- Confidentiality is a professional or ethical duty for the PSO to refrain from disclosing information from or about a recipient of peer support services, barring any exceptions that should be disclosed at the outset.
- Examples of where confidentiality may be broken is when there is risk of harm to self or others or where the employee has committed a criminal offence of a serious nature. It is important for PSOs to consult with their peer support coordinator and seek guidance on relevant actions needed.

RECORD KEEPING & REPORTING



SECTION 4

RECORD KEEPING & REPORTING

The purpose of this section:

- Understand the level of information to record to ensure confidentiality is maintained.
- Understand why reporting is important.
- Identify what information to include when reporting.

NOTES PAGE

Please use this page to take any notes about the section that you might find interesting, need for future reference or wish to discuss further.

Example Report

De-identified code/number	Date	General issue	Time Taken	How contacted	Proactive/ Reactive
No information that could identify the person seeking support		(workload, mental illness, interpersonal issues, outside work issues)		(online, phone, face to face)	Proactive (P) or Reactive (R)
1234	22/6/20	Outside work issues	30 minutes	Video call	R
1235	22/6/20	Interpersonal issues	15 minutes	Face to face	P
1234	29/6/20	Outside work issues	15 minutes	Video call	P
1236	30/6/20	Mental illness	60 minutes	Phone call	R

Section 4 Reflection

Please take some time to go through the following reflection questions.

1. What do you consider to be the purpose of reporting?
2. Consider how you will store confidential information? E.g. phone numbers and notes.
3. Is there any information other than what is already to be recorded that may be useful to collect for reporting purposes?

SECTION 4

RECORD KEEPING & REPORTING

Key learnings of this section:

- Record keeping is a requirement of the Peer Support Officer role and all activities relating to the role need to be recorded.
- Employees names, roles and phone numbers are not recorded in the reporting process, the contacts details are de-identified.
- The aim of record keeping is to identify themes and therefore proactive strategies within the agency.
- Your agency will have its own requirements for what they want reported. Please contact your Peer Support Coordinator to find out your agencies requirements.

CULTURAL AWARENESS

SECTION 5

CULTURAL AWARENESS

The purpose of this section:

- Understand cultural considerations and the implications of this as a PSO.
- Increase knowledge of the diversity and inclusion strategy and where to find further information.
- Recognise and respond to diversity.

NOTES PAGE

Please use this page to take any notes about the section that you might find interesting, need for future reference or wish to discuss further.

Section 5 Reflection

Please take some time to go through the following reflection questions.

1. What cultural groups do you work with at your agency?
2. What are some cultural misunderstandings that you have witnessed within your agency?
3. In a person-centred approach, how would you find out how the employee views their current situation within their own belief structure?
4. What consideration do you need to take into account when working with different groups?

SECTION 5

CULTURAL AWARENESS

Key learnings of this section:

- It is important to take into consideration spiritual or cultural context of the persons behaviours.
- Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. It is a continual learning process so ensure you continue to update your skills and knowledge in this area.
- Cultural competence encompasses, being aware of one's own world view, developing positive attitudes towards cultural differences and gaining knowledge of different cultural practices in the world.
- Being aware that a person's culture will shape how they understand health and ill-health.

CREATING A SAFE SPACE



SECTION 6

CREATING A SAFE SPACE

The purpose of this section:

- Understand the importance of building rapport and trust.
- Understand the difference between listening vs. hearing.
- Help you to be able to demonstrate active listening.
- Identify barriers to listening.
- Understand the difference between empathy vs. sympathy.

NOTES PAGE

Please use this page to take any notes about the section that you might find interesting, need for future reference or wish to discuss further.

Active listening skills

Video reflection

1. What do you find is the hardest thing for you to do when actively listening?
2. How do you feel when you are truly heard?
3. As a PSO why do you think active listening tools will be important in your role?

Empathy vs Sympathy

Video reflection

1. Reflect on a situation where you have experienced empathy/sympathy? How did you feel in each situation?

3. How might you demonstrate empathy toward an employee who had lost a family member recently?

2. Has there been a time in your life where you demonstrated empathy toward someone? What was that like?

Section 6 Reflection

Please take some time to go through the following reflection questions.

1. Explore the difference between open and closed questions.
2. Practice some open questions you would use to get a colleague to share their experience.
3. What are non-verbal cues that assist a person to keep talking without being interrupted?

SECTION 6

CREATING A SAFE SPACE

Key learnings of this section:

- You have been chosen as a Peer Support Officer because you are a trusted member of your workplace.
- Building rapport in an effective way through active listening will be important so that employees are able to confide in you about their concerns.
- Hearing for most people is an accidental and automatic brain response to sound that requires more effort. Listening is purposeful and focused rather than accidental and therefore requires effort.
- Empathy is the ability to understand and share the feelings of another. Sympathy refers to the ability to take part in someone else's feelings, mostly by feeling sorrow about their misfortune.

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Part 2 - Webinar

PEER SUPPORT IN PRACTICE

2020 TRAINING PROGRAM FOR SA PUBLIC SECTOR
PEER SUPPORT OFFICERS



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INTERPERSONAL
COMMUNICATION &
ACTIVE LISTENING

1

HOW TO HAVE
A DIFFICULT
CONVERSATION

2

RESPONDING
TO SUICIDE

3

BOUNDARIES

4+

SELF CARE

5

INTERNAL
SUPPORTS &
RESOURCES

6

EXTERNAL
RESOURCES

7

1

INTERPERSONAL COMMUNICATION & ACTIVE LISTENING

1

ROLE PLAY

Scenarios 1, 2, 3 & 4

Group 1

- ▶ Scenario 1 - Cheryl
- ▶ Report Back

Group 2

- ▶ Scenario 2 - Jason
- ▶ Report Back

Group 3

- ▶ Scenario 3 - Damien
- ▶ Report Back

Group 4

- ▶ Scenario 4 - Amanda
- ▶ Report Back

1. ROLE PLAY



You are catching up with Cheryl to see how things are progressing after she needed to take time off for an illness. She still has some concerns about her illness and how it is impacting her work.

Have a conversation with Cheryl using your active listening skills to draw out her concerns and to see what support you may be able to offer her.

Active Listening Role Play

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see worked?

2. ROLE PLAY



Jason has a hearing impairment and has asked to speak to you confidentially. He believes he is being bullied by his manager but does not know what to do or where to get help.

Your role as a PSO is to listen to his concerns to ascertain what is happening and what support he requires.

Active Listening Role Play

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

3. ROLE PLAY



Damien is a 25 year old man working within your agency. His behaviour has recently been reported as erratic with late attendance, sleepiness, easily angered, sweating and frustration. His manager has asked you to check on him as this is closely bordering on performance management but would prefer to not go down that road if Damien has a medical issue that needs to be attended to.

Have a conversation with Damien about this unusual behaviour.

Active Listening Role Play

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

4. ROLE PLAY



Amanda has recently undergone a relationship breakdown. It has been a real struggle for her emotionally and financially. She has external support from family but is clearly still struggling. She appears quite depressed and her team are worried that she needs more support.

Set up a conversation with Amanda to explore what is currently happening and what other support she might need.

Active Listening Role Play

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

HOW TO HAVE A DIFFICULT CONVERSATION

PROMPTING

Prompting Questions

Remember What, Why and How?

- ▶ What's happening for you?
- ▶ What happened on that day?
- ▶ What brings you here today?
- ▶ Why would you say that?
- ▶ Why is that worrying you?
- ▶ How are you going?
- ▶ How are you feeling?
- ▶ How would you feel about?



GROUP PRACTICE

Scenarios 1, 2, 3 & 4

Group 1

- ▶ Scenario 1 - Bob
- ▶ Report Back

Group 2

- ▶ Scenario 2 - Caleb
- ▶ Report Back

Group 3

- ▶ Scenario 3 - Lesley
- ▶ Report Back

Group 4

- ▶ Scenario 4 - Tahnee
- ▶ Report Back

1. GROUP PLAY



Bob has worked for the agency for 20 years. He lost his wife to cancer around a year ago and seemed to be going OK. He is usually cheery and engaging. Lately Bob has been disengaged and down. He is completing his work but there is a change in his demeanour.

As a PSO you are asked to check in with Bob. Prepare to have a conversation with Bob with the aim to gain an understanding of what is happening in his life at the moment.

Having Difficult Conversations

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.

2. Employee - What did the PSO do that was helpful for conversation?

3. Observer - What stood out for you? What did you see that worked?

2. GROUP PLAY



Members of your agency were recently witness to a fatal accident near to work. Initially it was thought that it might have been a colleague that was deceased but it was subsequently found not to be so. All of the impacted staff are back at work but it is clear that some are still traumatised by the incident and may need help. Caleb appears distracted and withdrawn and often seems to be fighting back tears.

Start a conversation with Caleb to see if there is any support that he might need.

Having Difficult Conversations

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

3. GROUP PLAY



Lesley is generally an outgoing and sociable member of your agency. She is a good worker but recently has had quite angry outbursts and appears frustrated and agitated on a regular basis. Lesley has started disappearing throughout the day for up to 30 minutes at a time and often leaves early. Lately these absences have become more frequent and gossip has arisen that she may have an alcohol or gambling problem.

Start a conversation with Lesley to see if she needs assistance or a referral for help.

Having Difficult Conversations

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

4. GROUP PLAY



Tahnee has Torres Strait Islander Heritage and is a younger member of your team. She is married with two small children. She is well liked and a good worker. Lately she has started taking more sick days and has become very reserved. She has no close friends at work so there is uncertainty as to what is going on in her life.

Create a safe environment to start a conversation with her to explore what is going on and whether she needs help and support.

Having Difficult Conversations

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

RESPOND TO SUICIDE



PROMPTING

Prompting Questions

- ▶ You mentioned before life is not worth living can you tell me more about that?
- ▶ How often do you have those thoughts?
- ▶ Have you ever acted on those thoughts? If so how long ago?
- ▶ Are those thoughts current?
- ▶ What has stopped you from acting on them in the past?
- ▶ What helped you during that time?
- ▶ Who are your supports if the situation became critical again for you?
- ▶ If you are feeling like life isn't worth living, is that a thought or do you have a plan?

A description and contact details for common external resources and support services can be found on page 69.



BOUNDARIES



CASE STUDY

Scenarios 1, 2, 3 & 4

Group 1

- ▶ Scenario 1 - Jake
- ▶ Report Back

Group 2

- ▶ Scenario 2 - Chris
- ▶ Report Back

Group 3

- ▶ Scenario 3 - Sam
- ▶ Report Back

Group 4

- ▶ Scenario 4 - Alex
- ▶ Report Back

1. CASE STUDY



Jake is a good friend of yours. Recently you were both involved in a serious incident that shook both of you. You had a group counselling session at the time and you are feeling much better. You have been asked to follow up on Jake as others feel as though he is not coping. You feel this might not be appropriate due to his relationship with you.

What will you do?

Case Study

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.

2. Employee - What did the PSO do that was helpful for conversation?

3. Observer - What stood out for you? What did you see that worked?

2. CASE STUDY



You have been checking in on an employee (Chris) who has recently been diagnosed with a mental illness. Although you have discussed the boundaries of confidentiality with the colleague it became obvious during the conversation that they are about to reveal some information about their involvement in activity that could be deemed illegal.

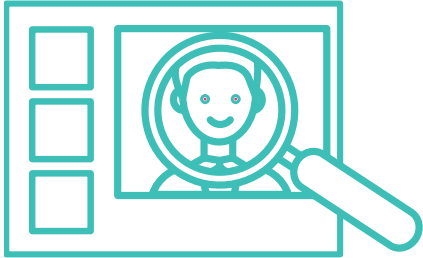
What will you say to ensure that the colleague is reminded of the boundaries and mandatory reporting guidelines that you are bound to follow?

Case Study

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

3. CASE STUDY



In your PSO role you have been checking in on Sam, an employee at your agency who has recently gone through some difficult times. Sam has started calling you late at night and on weekends asking you to catch up and you notice a number of times they appear to be intoxicated. Your partner is concerned that these calls are excessive and are impacting on your relationship.

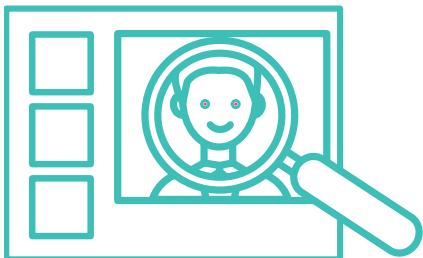
What boundaries might be breached here and what will you say to address this situation?

Case Study

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

4. CASE STUDY



Aside from your role as a PSO, you have a strong compliance and WHS background. Whilst working with an employee (Alex) on a major incident debrief, you realise that your colleague breached a number of policies and regulations that may have contributed to the accident. You feel a strong need to understand exactly what happened and to give your colleague advice as to how to avoid this next time.

As a PSO is this your role? Where do the boundaries lie? What will you say to the employee to remind them of the boundaries?

Case Study

Observations

1. PSO - How did it feel for you? How difficult was the conversation? Identify your key learnings.
2. Employee - What did the PSO do that was helpful for conversation?
3. Observer - What stood out for you? What did you see that worked?

SELF CARE

ACTIVITY

Self care plan example

Goal	Activity	Frequency	Resources	Review	Support
Physical Fitness	▶ Running & Cycling	▶ 4 x per week	▶ Exercise Bike	▶ Weekly	▶ GP
Mental Fitness	▶ Mindfulness	▶ 30 mins daily	▶ SAHMRI Site	▶ Monthly	▶ EAP
Relaxation	▶ Massage	▶ 1 x month	▶ Appointments booked	▶ Monthly	▶ Masseur
Healthy Diet	▶ Planning & Preparation	▶ Daily	▶ Lite & Easy	▶ Weekly	▶ Coach

ACTIVITY

Commence preparation of your own self care plan

Goal	Activity	Frequency	Resources	Review	Support
Physical Fitness	▶ ▶	▶ ▶	▶ ▶	▶ ▶	▶ ▶
Mental Fitness	▶ ▶	▶ ▶	▶ ▶	▶ ▶	▶ ▶
Relaxation	▶ ▶	▶ ▶	▶ ▶	▶ ▶	▶ ▶
Healthy Diet	▶ ▶	▶ ▶	▶ ▶	▶ ▶	▶ ▶

INTERNAL SUPPORTS & SERVICES



SOURCES

Your agency will have people available to provide support to you in your role as a PSO.

Potential sources of support within your agency include:

- ▶ The Peer Support Program Coordinator
- ▶ Other Peer Support Officers in your agency
- ▶ HR
- ▶ WHS
- ▶ HSR's
- ▶ WHS
- ▶ Your manager

Always be mindful of confidentiality when discussing conversations you have had in your capacity as a PSO.



EXTERNAL RESOURCES

RESOURCES

Numbers to call for help, support and advice from qualified healthcare professionals.

For life-threatening emergencies (Police, Fire or Ambulance):

Call 000

For Police attendance:

Call 131 444

EAP

Psychological Wellness

Employee Assistance Programs vary by agency. Please refer to your manager, HR, WHS or intranet site to obtain this information.



Resource	Service
Lifeline: 13 11 14	<p>Lifeline 24/7 counselling service provides crisis and suicide prevention support through telephone and online counselling.</p> <p>www.lifeline.org.au</p>
Beyondblue: 1300 224 636	<p>24/7 access to a trained mental health professional who will listen and provide information and advice. Online chat is available from 3pm – 12am 7 days a week – see website for details.</p> <p>www.beyondblue.org.au</p>
Kids Helpline: 1800 551 800	<p>Kids Helpline is a free, confidential, anonymous 24-hour counselling service for young people aged 5–25 years. Counselling is offered by phone, email and over the web.</p> <p>www.kidshelpline.com.au</p>
Mental Health Emergency: 13 14 65	<p>For assistance in a mental health emergency, contact the mental health triage service on 13 14 65 available 24/7 – Metropolitan and Country SA.</p> <p>This service is the main point of access for mental health services and is staffed by mental health clinicians. It will assess and refer to acute response teams where appropriate.</p> <p>www.sahealth.sa.gov.au</p>
eheadspace: 1800 650 890	<p>eheadspace is a confidential, free and secure space where young people aged 12 to 25 years and their family can web chat, email or speak on the phone with a qualified youth mental health professional.</p> <p>Chat via the website, seven days a week from 9am to 1am AEDST Call 1800 650 890, seven days a week from 9am to 1am AEDST Email anytime via the website</p> <p>www.eheadspace.org.au</p>

Resource	Service
<p>Suicide Call Back Service: 1300 659 467</p>	<p>The SCBS is a 24/7 nationwide service that provides telephone counselling to people 18 years and over who are feeling suicidal, caring for someone who is suicidal or bereaved by suicide.</p> <p>www.suicidecallbackservice.org.au</p>
<p>Child Adolescent Mental Health Services: 1300 224 636</p>	<p>CAMHS is a free, community-based mental health service provided through SA Health's Women's and Children's Health Network. It provides mental health services to infants, children, adolescents and perinatal women across metropolitan and country South Australia. For locations and contact details go to:</p> <p>www.wch.sa.gov.au/services/az/divisions/mentalhealth</p>
<p>Yarrow Place Rape and Sexual Assault Service: 1800 551 800</p>	<p>24/7 crisis help, counselling, support and advice.</p> <p>www.sahealth.sa.gov.au</p>
<p>Alcohol and Drug Information Service: 1300 131 340</p>	<p>Confidential telephone counselling and information available between 8.30am and 10pm every day.</p> <p>www.sahealth.sa.gov.au</p>
<p>Domestic Violence Helpline: 1800 737 732</p>	<p>24/7 counselling advice and support for women experiencing domestic and family violence.</p> <p>www.1800respect.org.au</p>

Resource	Service
<p>Domestic Violence & Aboriginal Family Violence Gateway Services: 1800 800 098</p>	<p>Free Call 24/7 for South Australian callers. This service provides telephone counselling, facilitates access to safe accommodation, short-term counselling and information on accommodation, police, legal, housing and financial issues.</p> <p>www.gatewayservices.org.au/gws2</p>
<p>Gamblers Helpline: 1800 858 858</p>	<p>24/7 telephone counselling and support is available to all people affected by gambling, including family and friends.</p> <p>www.gamblinghelponline.org.au/accessing-support/find-support-in-your-state/south-australia</p>
<p>Womens Information Service: 1800 188 158</p>	<p>The Women's Information Service provides information to South Australian women online, over the phone and in person. Phone lines are open from 9am to 5pm, Monday to Friday.</p> <p>https://officeforwomen.sa.gov.au/womens-information-service</p>
<p>Beyond Blue - Factors affecting LGBTI people: 1300 224 636</p>	<p>Factors affecting LGBTI people.</p> <p>https://www.beyondblue.org.au/who-does-it-affect/lesbian-gay-bi-trans-and-intersex-lgbti-people/factors-affecting-lgbti-people</p>
<p>Uniting Communities - Bfriend: 8202 5190</p>	<p>If you're same-gender attracted, gender diverse, or questioning your sexuality or gender identity, Bfriend can offer support.</p> <p>https://www.unitingcommunities.org/mental-health-counselling/lgbtiq-services-bfriend/</p>
<p>Women With Disabilities Australia: 0438 535 123</p>	<p>Women With Disabilities Australia (WWDA) is the peak organisation for women with all types of disabilities in Australia.</p> <p>http://wwda.org.au</p>

Black Dog Institute - Healthy Mind:

Healthy Mind is an online Easy Read tool for building good mental health.

<https://www.healthymind.org.au/Index.aspx#>

Beyond Blue - Looking after your mental health while living with a disability: 1300 224 636

Looking after your mental health while living with a disability.

<https://www.beyondblue.org.au/personal-best/pillar/in-focus/looking-after-your-mental-health-while-living-with-a-disability>

DOME: 8410 4344

DOME is a community-based not-for-profit Employment Support Service that has been offering services to mature age unemployed and disadvantaged people in South Australia . Adelaide office is open 9am to 4:30pm, Monday to Thursday.

<https://discoverdome.org.au/>