

In and Out – Booklet (Resource)

Project Background

Project aim: Improve the experiences of disabled young people at intake and discharge from mental health services in rural Victoria.

What did we find during our initial consultation?

Young people and mental health workers highlighted that services often lack understanding of disability inclusion and access needs. These gaps directly affect disabled young people's ability to engage with services and participate in their own mental health care.

Who created this booklet?

This booklet was co-designed with disabled young people, who shared their ideas, experiences, and suggestions. The following is a draft summary of the content they wanted to include. It is designed to be built upon and shaped by your contributions.

What is the booklet?

Target audience:

- Disabled young people: To understand their rights and advocate for their access needs.
- Mental health workers: To access information, prompts, and tools that support an inclusive and collaborative intake/discharge process.

How could it be used?

- As a physical booklet
- In a digital format
- As individual stand-alone resources by topic

Where could it be used?

- Community mental health: The primary focus of the resource.
- Inpatient mental health: While the content can be adapted to inpatient/hospital settings, we acknowledge differences in care, consent, and rights—particularly in cases of involuntary admission.

In and Out Booklet

Design elements

- Images and graphics
 - designed by a young artist(s) with a disability.
 - Mix is different artists and artistic styles
 - must have diverse looking images culturally diverse, religion, disabilities (both visible and invisible)
- Affirming quotes form disabled young people
- Font: Easy to read, Dyslexia accessible. Braille text option for hard copy.

List of topics

1. Disabled young people's rights and responsibilities
2. How to advocate for yourself
3. Intersectional identities (First Nations, Queer, Culturally and linguistically diverse)
4. Intake prep guide
5. What are my Access Needs?
6. Service Access Key
7. Intake/discharge timeline
8. How to prep for inpatient mental health stay or hospital visit
9. Intake checklist
10. Discharge checklist
11. FAQ (frequently asked questions) guide

Additional and support resources:

- Disabled pride posters
- Training materials
- Quick look up guide and prompts for workers

Disabled young people's rights and responsibilities
Format: A fact sheet or information guide
Include information on: <ul style="list-style-type: none">• Examples of what rights and responsibilities clients have• Examples of what rights and responsibilities workers have• How/where to find more information• Who you can turn to for help

- Escalation tree - guide to how and when to escalate an issue
- Scripts to help talk about your rights/ask for help
- Charter of healthcare rights info
- Examples of what is a right/responsibility for client vs worker
- Plain language checklist with a small section on how to / who can help find more info
- Escalation tree for issues
- Escalation script
- A list of laws and legal processes that ensure your rights - examples of rights and responsibilities are enshrined in national / international law.
- Where can I find more information - link or QR to other resources, government site
- The Australian Charter of Healthcare Rights: Access, Safety, Respect, Partnership, Information, Privacy and Give feedback.

How to advocate for yourself

Format: a fact sheet or information guide

- Explanation of why and when you might need to advocate for yourself
- Who you could contact for advocacy help
- How and where to provide a formal complaint
- Links/QR codes to other advocacy resources
- Information about withdrawing consent throughout the intake/discharge process
- Link advocacy material/resources from YDAS, such as a QR code in a booklet
- who you can call / where to provide a formal complaint if advocating for yourself goes wrong with a worker or team
- Case study/example/scenario of when you may need to advocate for yourself - showing what self advocacy/asking questions can look like
- Cartoon/mini zine/visual demonstrating self advocacy - example: someone advocating for themselves and then needing to access help to continue doing so
- history of disabled peoples self advocacy
 - eg: talking about how self-advocacy has been something marginalised communities, including the disabled community, has had to do because of systemic failures, and how, while difficult and a process to learn how to do, self-advocacy can be a powerful strength.
 - Expanding on that idea of self-advocacy examples, this could be tied to historical examples of disabled self advocacy and justice

- Information about support person advocacy - info about consent form where you can say who can advocate on your behalf. Or who you want informed about your stay etc
- Where to go for concerns about your rights and responsibilities (can reference other section on 'Disabled young people's rights and responsibilities')
- Leadership: Encouraging individuals to take initiative, advocate for themselves and others, and potentially become leaders within their communities.

Example of a previously created rights advocacy resource:



Source: <https://righttobeheard.org.au/disabled-young-peoples-stories/making-a-complaint-as-community-care/>

Intersectional identities (Queer, First Nations, Culturally and linguistically diverse)

Summary: Information about intersecting identities, where disability meets

- Info page - in beginning booklet/pdf specifically about intersectional identities
- Cultural awareness info
 - acknowledgment of cultural differences
 - some processes may not align with certain cultures
 - reminder that not all people within that group should be treated the same
 - Same rights as everyone else

- it is okay to ask for tailored support and that discrimination on any of these identities can be reported and is not okay
- Colour coded information boxes
 - An addition to each topic to add information relevant to that subgroup
 - Tips and specific relevant info added addition to each section - e.g. gender identity disclosure and confidentiality
 - Examples of what discrimination can look like? E.g. young person may be used to people using wrong pronouns for them so are unaware of their rights
- List of additional resources - Ending the booklet/pdf with a directory for resources specific to each subgroup
- Translations
 - Using Easy English - easier to translate in other languages
 - Link/QR code for versions of the booklet in different languages

Intake prep guide

Summary: General information about accessing mental health care

- Explanation of processes being different per organisation (and a list clarifying questions young people can ask)
- How to connect with your therapist/worker and the process (and your rights) around switching to another person if you cannot connect
- How to express and share access needs
- How to express and share communication preferences
- Rights on disclosing or not disclosing disability
- Prompts to how to answer questions that will be asked during intake
- Scripts for sharing access needs
- Info on additional supports - how to connect with a peer worker / social worker / lived experience worker / case manager

What are my Access Needs?

Summary: A worksheet with info and prompts, “fill in the blanks” and checklist for communicating access needs

- Information and a social script for sharing access needs
- Who will be responsible for meeting my access needs? What limitations may there be on having them met?
- How do I identify my access needs?

About me	Name. _____ Pronouns. _____
	Preferred communication method. _____
	My interests.
	My strengths.
	Short term goals.
	Long term goals.

Source: <https://righttobeheard.org.au/app/uploads/2025/05/Victoria-About-me-DYP-Tagged.pdf>

Service Access Key

Summary: Short guide and prompts for mental health services to create the own service access key

- Video guide or walk throughs of the service
- Video Walk through/social script/access key of the intake process with POV (point of view) of young person and workers

Create your own Access Key:

- What are the way people might get to the venue?
- How will people enter the venue from the street?
- How will people move around inside the venue?
- Are there any barriers to someone getting inside or moving around the venue?
- What will the environment be like inside the venue? Consider the flooring, seating, lighting, a quiet space and the food.
- What will the bathrooms be like? Are they wheelchair accessible? Gender neutral?
- Will it be a high-stimulation event? Will there be a scents, flashing lights, a smoke machine etc?

Source: <https://www.yacvic.org.au/yerp/safety-support/access-key-guide/>

Intake/discharge timeline

Summary: Brief information and a series of prompts for staff to explain how care will occur within the mental health service

- General order of what typically happens (with branches of continued care?)
- Fill in sections with prompting questions for the young person to bring to their worker
- How their service runs (how long sessions are, cancellation requirements, service specific timeline)
- Options for continued support or extended time of care and how to communicate/arrange this

- Dates for care (if care has an end date or a re-evaluation date)
- Other expectations or need to know info for the young person
- Info about allocations, number of sessions, amount of time service can be provided
- Client can take in to be filled in with service provider to help give timeline
- fill in boxes or prompts - can be tailored to the service
- Timelines for different levels of care - when it can be extended
- How long they typically engage (sessions or time), how often sessions might be, when there might be exceptions to this
- What to expect in the first session - eg. what will be talked about and with who
- Options for continued support or extended time of care
- Staff info - a bit about who the team they are working with is and what their roles are + who will they be interacting with throughout the service, if the staff will be rotating
- Access needs - how you access needs will be met and how it will be documented

How to prep for inpatient mental health stay or hospital visit

Summary: Information to help support young people navigate the process of an inpatient mental health stay

- The process differences of arriving at morning/afternoon/night
- The process and life after discharge (eg, who picks you up. How to remain in contact with staff, what to do with your stuff)
- Rules and expectations
- Information about what you can and cannot do/how to do those things (eg, leaving the facility)
- Information given explicitly about the schedule and environment (eg, food, lights out, physical space, where things are)
- Confidentiality and who will be notified when and for what
- What the workers can do or offer to make you feel more comfortable during the process
- Frequently asked questions answered
- Lived experiences of inpatient mental health services by other disabled young people
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Additional resources:

- <https://www.imha.vic.gov.au/how-we-help>

Intake checklist

Summary: A checklist for workers and young people to complete together during intake to a service. Will include using other resources within the booklet

Could include:

- Explaining YP rights and responsibilities
- Explaining worker responsibilities
- Confidentiality
- Give YP advocacy info
- Complete “Access Needs”

Discharge checklist

Summary: A checklist for workers and young people to go through together as part of their discharge from a service

- A tool for service providers to use to create a better discharge process
- Can be used for discharge or transfer of care
- Informed by the Chief Psychiatrist guidelines
- For mental health workers.
- For discharge and/or transfer of care.
- Requirements for mental health workers during discharge
- Things to do on their end (documentation, transfer of care, etc)
- Things to give the young person
- Things to let the young person know
- Following the steps in the discharge guidelines of the Victorian Chief Psychiatrist

FAQ (frequently asked questions) guide

Summary: A question and answer with topics and

- How do I use this booklet?
- Who can view this booklet?
- Where can I get this booklet translated?
- Who can I go to for help in an emergency?
- Can I use this booklet individually or share my worker or other trusted people?

- Who can I call for crisis or hotline options?
- What are some cultural or disabled specific support lines i can call for advice?
- How do I identify my access needs?
- How will this resource be shared with users before they have an appointment?
- Reference to support hotline as a catch-all for questions not addressed by FAQs?