Heads Up
www.headsup.org.au

Heads Up is all about supporting Australian businesses to create more mentally healthy workplaces. Access a wide range of resources, information and advice for all employees, business leaders/management, and create a tailored action plan for your business.

The Heads Up initiative was developed using funding provided to beyondblue by the Commonwealth Department of Health.
## APPENDICES

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INTEGRATION

In collaboration with a union advisory panel, beyondblue has developed a ‘Mental health in the workplace’ toolbox talk training package for union educators to deliver to union delegates.

The training package has been developed in response to unions seeking guidance to assist delegates support a member who may be experiencing a mental health condition.

The training will be delivered as a workshop by union educators to union delegates. Union educators are not required to have any prior knowledge, expertise or understanding of mental health conditions.

The training aims to provide union delegates with information about mental health, with a focus on anxiety and depression, as these are the most common mental health conditions.

Following this workshop they will be able to:

1. increase awareness of mental health in their workplace through informal ‘toolbox talks’
2. confidently approach and support a worker they are concerned may be experiencing/at risk of developing a mental health condition
3. know what supports and resources are available for workers and how to access them for the workplace.

HOW TO USE THIS GUIDE

This guide includes all the information and supporting resources you need to deliver the ‘Mental health in the workplace’ toolbox talk training package. Please use this guide to ensure you follow the recommended sequence and structure for presenting the information at every workshop session.

If you have any feedback on this guide, the ‘Mental health in the workplace’ training or any of the resources, contact beyondblue’s Workplace and Workforce team at: workplace@beyondblue.org.au

WHAT’S INCLUDED IN THIS GUIDE

• Learning outcomes
• Workshop outline
• PowerPoint presentation slides
• Workshop activities
• Video resources to support learning objectives
• Appendices:
  - Workshop preparation checklists
  - Tips for delivery
  - Video instructions
  - Transcripts of videos used in the workshop
  - Toolbox talk outlines
DELIVERY GUIDELINES

OVERVIEW
This workshop uses PowerPoint presentations, videos, case studies, and individual and group activities to guide union educators in the delivery of the three toolbox talks and facilitate the delegates’ learnings.

OVERALL LEARNING OUTCOMES
Following the workshop, union delegates will:

• have a greater understanding of the signs and symptoms of anxiety and depression
• be confident to approach a worker they may be concerned about and initiate a conversation
• understand potential mental health risk and protective factors in the workplace and how these may impact on workers
• know what support and resources are available for workers
• be able to deliver informal ‘toolbox talks’ to workers about mental health in the workplace.

WORKSHOP STRUCTURE AND OUTLINE
This ‘Mental health in the workplace’ training package has been structured to reflect toolbox talk topics that union delegates may deliver to workers.

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<td>Welcome to the workshop</td>
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* 90 minutes is the recommended time for delegate training, to ensure delegates have a full understanding of the content and are confident to deliver the toolbox talks. Suggestions have been provided on how to shorten the workshop to 60 minutes, if required.

WORKSHOP PREPARATION
The workshop does not require any special preparation, apart from ordering the relevant resources, and downloading and printing the delegate handbooks and educator’s guide before the training day. A checklist for what to order and what to think about before the workshop is provided in Appendix 1.

It is important to advise participants ahead of time that they will be undertaking this training. Due to the nature of the topics and the fact that many participants may have some personal experience around mental health conditions, the training can be confronting for some, if they are not prepared.
WELCOME TO THE WORKSHOP

WHAT’S IN IT FOR ME?

Inform participants that the purpose of this workshop is to provide them with information about mental health conditions, specifically anxiety and depression. By the end of today’s workshop participants will:

- have a greater understanding of the signs and symptoms of anxiety and depression
- be confident to approach a worker they are concerned about and initiate a conversation
- understand potential mental health risk and protective factors in the workplace and how they may impact on workers
- know what resources and support services are available
- be confident to deliver informal five-minute toolbox talks in their workplace.

WELCOME

- Welcome delegates to the 'Mental health in the workplace' workshop.
- Introduce yourself and give a brief background of your role.
- Explain that you have no experience or qualifications in psychology or counselling, but you are qualified to conduct union delegate training, and that this resource was specifically developed by beyondblue with input from unions to be delivered by union educators.
- Ask the group to briefly introduce themselves (if they don’t already know each other).
- Inform the participants that the length of the workshop is 90 minutes.
- Ask delegates to turn mobile phones onto silent or vibrate.
- Refer to the participant handbook. Ask participants to follow this during the workshop and make notes in the spaces provided.
- Make sure everyone has a pen.
Explain to the participants that the workshop is structured into three topics, each comprising a separate toolbox talk. There will also be a summary at the end of the workshop to recap the learnings and to go over tips and considerations for the toolbox talks.

Inform the participants that you will now move on to Topic 1, which will be an introduction to anxiety and depression, including prevalence, signs and symptoms.
TOPIC 1: ABOUT ANXIETY AND DEPRESSION
(25 MINUTES)

LEARNING OBJECTIVES

By the end of this session, delegates will understand:

- the prevalence of anxiety and depression
- signs and symptoms that indicate someone is at risk of/may be experiencing anxiety and/or depression
- personal risk and protective factors associated with anxiety and depression.

Inform participants:

- Anxiety and depression are serious health conditions.
- Anxiety and depression affect people in all stages of life, but the prevalence is highest during prime working years.
- These conditions not only affect the person who is experiencing them, but there is a flow-on effect to their partner, family members and friends.
- Untreated depression is a major risk factor for suicide. Although death by suicide is a relatively uncommon event, suicide rates are double the national road toll and they are particularly high for men.
- Talk through some of the other statistics on the slide to emphasise the high prevalence of anxiety and depression.
Inform participants that experiencing an anxiety condition is more than being stressed and is different to everyday experiences of feeling worried or anxious.

Introduce the short film from beyondblue’s ‘Get to Know Anxiety’ campaign, in which Oli talks about his symptoms of anxiety.

**SHOW VIDEO: OLI’S EXPERIENCE WITH ANXIETY**

Instructions:
Click on Oli’s image on the slide, or access the video at www.headsup.org.au/oli-anxiety

Explain that, as can be seen in Oli’s story, with anxiety the feelings can be overwhelming, cannot be brought under control and as a result can impact on the person’s day-to-day functioning.

Emphasise that it can stop them doing things that they would normally be comfortable and confident doing and the symptoms of anxiety can often develop gradually over time.

Explain to the participants that anxiety affects people differently. However, there are common signs and symptoms that can indicate someone may be at risk of, or may be experiencing anxiety.

Emphasise that it’s important to take action and get support when these signs and symptoms impact significantly on a worker’s daily routine, regular work tasks, sleep routines etc.
BRAINSTORMING ACTIVITY: SIGNS OF ANXIETY AT WORK*

Ask participants to look at the slide and reflect on the video clip, then write down in their handbook how they think these signs and symptoms may impact in the workplace.

Responses might include:
• taking days off
• withdrawing from co-workers
• not completing tasks
• avoiding tasks.

After this activity, reinforce that it is not the participants’ role as union delegates to diagnose what may be a mental health condition. However, by being aware of the symptoms and any changes in behaviour they can support a worker to take action and seek support.

* If short on time, do not complete the activity – just show the slide and discuss briefly as a group.

DEPRESSION

Explain to the participants that depression is more than just a low mood – it’s a serious condition that has an impact on both physical and mental health.

A person may be depressed if, for two weeks or more, they have felt sad, down or miserable most of the time or have lost interest or pleasure in most of their usual activities.

Explain that the slide shows a quote of someone talking about their experience with depression. It may help give participants a better understanding of what depression can be like.
Explain to participants that depression significantly affects how people feel, experience life and cope with day-to-day activities. They may lose interest in work, hobbies and doing things they normally enjoy. They may lack energy, have difficulty sleeping or sleep more than usual. Some people feel irritable and some find it hard to concentrate, making life more difficult to manage.

Emphasise that although depression affects people differently, there are some common signs and symptoms that can indicate someone is at risk of, or is experiencing, depression. The signs and symptoms can be physical, behavioural and relate to feelings and thoughts. Participants may not remember all of these signs, but what they should look out for are changes in behaviour.

**BRAINSTORMING ACTIVITY: IMPACT OF DEPRESSION ON WORK**

Ask participants to look at this slide and note in the appropriate space in their handbook what changes in behaviour they might notice at work.

Responses might include:
- not attending social events any more
- coming in late
- unexplained absences
- not following safety standards
- not meeting deadlines
- making mistakes
- seeming irritable
- just not being themselves.

Next, ask participants to consider how these would impact on their workplace and write down their responses in their handbook.

Responses might include:
- impact on workplace safety
- impact on deadlines
- impact on the team.

* If short on time, do not complete the activity – just show the slide and discuss briefly.
Inform participants that you will now watch a short video case study about Nick, who is not coping at work. As they watch the video, they should pay attention to Nick’s behaviour and body language and write down any signs that they notice in their handbook.

SHOW VIDEO: NICK’S EXPERIENCE PART 1

Instructions:
Click on Nick’s image on the slide, or access the video at www.headsup.org.au/nick-1

Following the video, ask participants what they noticed about Nick and write their responses on the white board.

Responses may include:
• not coping at work
• increased workload
• feeling overwhelmed
• snaps at a co-worker
• appears aggressive and agitated
• is not focused on work
• has financial pressure at home.

Inform participants that you will now talk about some of the general risk and protective factors that influence the likelihood of a person experiencing a mental health condition. First you will look at risk factors.

PERSONAL RISK FACTORS

Explain that there is no single cause of anxiety or depression; however, there are a number of known risk factors. Generally, anxiety and depression are not a result of a single event, but from a combination of factors.

To help make the point more relatable, give the comparison of how we often think of risk factors in relation to other health conditions. For example:
• risk factors for heart disease include stress, being overweight, a poor diet and lack of exercise.
• risk factors for skin cancer include too much time in the sun without protective clothing and sunscreen.

Explain that, similarly, we can think of risk factors as those that increase the likelihood of developing or triggering anxiety and depression.
LEARNING ACTIVITY: WHAT FACTORS MIGHT INCREASE SOMEONE’S RISK OF EXPERIENCING ANXIETY AND/OR DEPRESSION?*

Divide the participants into two groups and ask them to brainstorm a list of risk factors.

Ask each group to think of at least five or six risk factors. You can provide an example from the list below to get them started.

Allow three to five minutes for brainstorming, then record each group’s ideas on a flip chart. Ask participants to record the responses in their handbook.

Responses may include:

- death of a loved one
- relationship and family problems – sick kids, divorce
- genetic predisposition
- financial problems
- job stress, e.g. heavy workloads, bullying, etc.
- natural disaster resulting in loss of home, belongings or livelihood e.g. bushfire, flood
- physical injury or illness
- caring for someone who is unwell.

Now display the below slide, which lists some other risk factors, and review it with the group.

* If short on time, do not complete the activity – just show the slide and discuss briefly.

PERSONAL PROTECTIVE FACTORS

Explain to participants that certain protective factors can reduce the risk of a person experiencing anxiety and depression.

BRAINSTORMING ACTIVITY – PERSONAL PROTECTIVE FACTORS*

Ask participants to first reflect on their own protective factors, and then share their responses in small groups, or do it as a large group (depending on the group).

You may need to provide examples to get them started. Some examples are:

- exercise
- hobbies
- time with family and friends.

Now display the slide below, which lists some other personal protective factors and review with the group.

* If short on time, do not complete the activity – just show the slide and discuss briefly.
**SUMMARY**

**LEARNING ACTIVITY: SHORT QUIZ**

To summarise this topic, ask the participants to answer the below questions in the space provided in their handbooks. Alternatively, conduct this activity verbally with the group.

- How common is anxiety?
- How common is depression?
- What are some common signs of anxiety and depression in the workplace?
- What are some risk factors for anxiety and depression?
- What are some protective factors?

*If short on time, skip this quiz and ask participants to complete it in their own time.

**CONCLUSION**

Inform participants that this is the end of the training for Toolbox talk 1. You have looked at facts and figures related to anxiety and depression and an overview of prevalence, the signs and symptoms, and risk and protective factors.

Before you move on, discuss with participants which key pieces of information from this topic they would want to pass on to their workers, and ask them to write this down in their handbook.

Responses should be specific to the delegates’ workplaces and workers’ needs.

Provide each participant with two posters to put up in their workplaces and a copy of the *Understanding anxiety and depression* brochure.

Inform the participants that the posters can be downloaded from the Heads Up website and copies of the brochure can be ordered from the Heads Up website or beyondblue Support Service. Encourage delegates to download and order additional posters and brochures for their workplace. Remind them that all resources are free and will be delivered to their workplace.

Inform participants that you will now look at the second topic, which explores the relationship between the workplace and mental health.
TOPIC 2: THE RELATIONSHIP BETWEEN THE WORKPLACE AND MENTAL HEALTH (20 MINUTES)

THE IMPACT OF MENTAL HEALTH CONDITIONS ON THE WORKPLACE

LEARNING OBJECTIVES

At the end of this session, delegates should be able to:

• understand the impact of mental health conditions on the workplace
• recognise risk and protective factors in the workplace
• play a role in raising awareness and reducing stigma.

Explain to participants that if someone is experiencing anxiety and/or depression and is not able to work, or continues to work without treatment and support, this can have a negative impact on the worker, the team and the workplace. Some of these impacts are given in the slide.

Inform participants that the workplace can affect mental health in both positive and negative ways and, conversely, an individual’s mental health can have an impact on the workplace.

Explain how participants would all be familiar with risk and protective factors linked to WH&S and the importance of being aware of them. Similarly, there are risk and protective factors linked to mental health that are also very important to recognise and act on.

Inform participants that having discussed general risk and protective factors earlier, in this topic we will now look at risk and protective factors in the workplace that can impact on a worker’s mental health.
## BRAINSTORMING ACTIVITY: RISK FACTORS IN THE WORKPLACE*

Working in small groups, ask participants to brainstorm the risk factors that are present in their workplace. Explain to participants that work-related risk factors are referred to as a hazard in the context of Occupational Health and Safety (OH&S)/Workplace Health and Safety (WH&S).

They can use the slide to help with ideas. Ask them to write these in their handbook. There are no right or wrong answers for this activity. For any identified or potential workplace risks factors/hazards, make delegates aware that they can raise them with their Health and Safety Representative (HSR) or OH&S committee, or union organiser.

* If short on time, do not complete the activity – just show the slide and discuss briefly.

### WORK-RELATED RISK FACTORS

- High workload, or not enough work
- Tight deadlines
- Bullying
- Conflict at work
- Job insecurity/redundancy/job loss
- Lack of support
- Poor work-life balance
- Unclear work role
- Working in isolation
- Shift work
- Exposure to trauma

## BRAINSTORMING ACTIVITY: PROTECTIVE FACTORS IN THE WORKPLACE

Ask participants to work in small groups to think of some of the protective factors in their workplace and write these in their handbook. Explain to participants that protective factors are referred to as preventative measures, or control measures, in the context of OH&S/WH&S.

Responses may include:

- Regularly reviewing workloads
- Kicking a football during breaks
- Having a BBQ lunch or breakfast once a month
- Letting employees have a say in how they do their work
- Having access to an employee assistance program (EAP)
- Peer support.
RAISING AWARENESS

Explain to participants that another way to increase protective factors is to raise awareness of anxiety and depression. This can be achieved through the union delegate toolbox talks, talking openly about mental health conditions in the workplace, and by promoting resources.

Another way that union delegates can promote awareness is to organise or encourage workers to participate in events that raise funds and awareness of health issues, including mental health. One great way to do this is to host a beyondblue Bash. By going to beyondbluebash.org.au delegates can set up a fundraising page and download their beyondblue Bash Host Kit, as well as get ideas for events they can host. It might be a BBQ, an office bake-off, or even a dress in blue day. Whatever form their beyondblue Bash takes they’ll be raising funds to improve the lives of people affected by anxiety, depression and suicide, and get people in their workplace talking about mental health.

REDUCING STIGMA

Inform participants that stigma can be explained as a set of negative, and often unfair, beliefs that a society or a group of people have about something. Stigma associated with mental health conditions can greatly affect people who may be experiencing symptoms of anxiety and depression and may prevent them from getting the support they need.

Emphasise that speaking openly about mental health in the workplace, just as they would physical health, is a great way to help reduce stigma. If someone has a back injury or a broken arm you would ask them how they are, and it should be the same for people experiencing anxiety or depression.

Another way to reduce stigma and raise awareness is to arrange for someone to share their personal experience of a mental health condition and their recovery. This could be a beyondblue ambassador, or participants may have a worker or manager willing to speak openly and share their story.

Workers can also hear about others’ experiences with anxiety and depression by checking out the videos on the following sites:


beyondblue’s YouTube channel: www.youtube.com/beyondblueofficial

These links are provided at the back of the educator’s guide and in participant handbooks.
CONCLUSION

Inform participants that this is the end of the training for Toolbox talk 2. You have discussed the impact that anxiety and depression can have on the workplace and looked at work-related risk and protective factors, as well as ways you can play a role in increasing awareness and reducing stigma.

Before you move on, discuss with participants which key pieces of information from this topic they would want to pass on to their workers, and ask them to write this down in their handbook.

Responses should be specific to the delegates’ workplaces and workers’ needs.

SUPPORTING RESOURCES TO HAND OUT

- *Taking care of your mental health: A guide for employees*

This information booklet can be ordered from the Heads Up website or beyondblue Support Service.

Inform participants that you will now look at the third topic, which explores how to support a worker and the different types of support that are available.
TOPIC 3: TAKING ACTION TO SUPPORT A WORKER
(30 MINUTES)

LEARNING OBJECTIVES
Following this session, delegates should be:
• confident to initiate and have a conversation
• understand how to support a worker with anxiety and/or depression
• be aware of available support
• be able to assist a worker access appropriate support.

INTRODUCTION
Inform participants that in this topic, you will talk about ways of approaching and supporting a worker that they are concerned may be experiencing anxiety and/or depression. The topic will also cover what resources and services are available for workers to seek support.

Having a conversation with someone you’re concerned about may seem daunting – many people worry about saying the wrong thing or making the situation worse. Reinforce that talking to someone you think might be going through a tough time can be an important first step in helping them seek support.

SUPPORTING A WORKER LEARNING ACTIVITY: NICK’S EXPERIENCE – PART 2

Inform participants that you will now watch the second part of the video case study about Nick. In this video they should pay particular attention to Nick’s co-worker, Bill.

SHOW VIDEO: NICK’S EXPERIENCE – PART 2

Instructions:
Click on Nick’s image on the slide, or access the video at www.headsup.org.au/nick-2
Following the video, discuss the strategies participants observed Bill using to talk to Nick.

Responses may include, but are not limited to:
• made sure they were alone and in a quiet place
• broke the ice by talking about the phone
• persisted, even when Nick was denying that he couldn’t handle the situation
• shared a personal story to show Bill has been through his own problems
• offered suggestions
• Bill came across as genuinely concerned about Nick
• he did not try and solve Nick’s problems
• he did not judge or try to diagnose Nick’s condition.
STARTING A CONVERSATION

LEARNING ACTIVITY – ALLOW 15 MINUTES

Explain to participants that while they have seen how Bill successfully approached Nick, it can be hard to actually do and takes courage.

In groups of two or three, ask participants to discuss how they would approach Nick and to write their answers down in their handbook.

Responses may include:
- talk to him in a quiet place
- help him with a task and talk while you are doing it
- go for a walk around the block to get away from the worksite to have a chat
- go out for a coffee to talk.

Also ask them to discuss and write down a few opening lines that they would be comfortable using.

Responses may include, but are not limited to:
- I’ve noticed that...
- What’s going on for you at the moment?
- I’m concerned you might not be travelling too well…
- I am worried about you…are you OK?
- You don’t seem yourself...

Delegates will often have a wealth of experience; encourage them to share this knowledge.

TALKING TO A WORKER

Explain to participants that, in addition to what was discussed in the last two activities, there are some things to consider when talking to a worker.

**TALKING TO A WORKER**

**Do**
- Talk to them in a quiet place
- Break the ice by talking about something neutral
- Listen without judgment
- Encourage the person to take action

**TALKING TO A WORKER**

**Don’t**
- Ignore or avoid the person
- Try to fix their problems
- Talk about your own problems

**Don’t say**
- “Harden up”
- “Get over it mate, you’ll be fine”
- “It’s not my problem, I don’t want to get involved”
- “You’re worrying about nothing”

Explain to participants that there are some things that should be avoided when talking to a worker.

These ‘do’ and ‘don’t’ slides are basic points to remember when delegates are thinking about/planning to talk to a worker about a possible mental health condition.

Inform participants that there is no single way to approach someone in the workplace as each person and situation will be different. It may not always go as planned, but the important thing is to have the conversation and encourage the worker to take action.
If delegates are worried about starting a conversation with someone, the Heads Up website provides advice on what to do in this situation, appropriate things to say and how to approach a worker or work colleague: www.headsup.org.au/supporting-others/starting-a-conversation

**FOLLOWING UP**

Explain to participants that it is helpful to follow up after the initial conversation. This may be simply asking, “How are things going?” or “Did you find the beyondblue website useful?”

Remind participants that it is not the responsibility of the union delegate to provide ongoing support or take on the role of a counsellor.

**SUPPORTING SOMEONE WITH ANXIETY OR DEPRESSION IN THE WORKPLACE**

Explain to participants that once a worker gets the right assistance and support in place, they can recover from anxiety and/or depression and continue to be a productive and valued worker.

Some things participants can do to help are:

- talk openly about anxiety and depression
- include the person in work activities and conversations, e.g. invite them out for a coffee or lunch, to get involved in footy tipping etc.
- let them know you are there to talk if they ever need it
- encourage them to exercise, eat well and get involved in social activities
- let them know about any relevant workplace policies that may assist with their recovery
- encourage them to speak to their HSR for any health and safety concerns.
Explain to participants that anxiety and/or depression are unlikely to simply go away on their own. If left untreated, anxiety and depression can go on for months, sometimes years and can reach a crisis point.

Explain that there is a range of treatments, supports and services available to assist with recovery and the sooner someone seeks support the better the outcome.

Reinforce with participants that it is not their responsibility to provide ongoing support or take on the role of a counsellor, their role is to encourage a worker to take action and seek support.

WHERE TO FIND MORE INFORMATION AND SUPPORT

**beyondblue RESOURCES**

Inform participants that beyondblue has a range of free resources and services available to support workplaces and individuals including the following:

- The beyondblue Support Service gives every person in Australia the opportunity to talk through his or her concerns with a mental health professional. People who access the service can receive a one-on-one counselling session focusing on addressing an immediate concern, as well as receive information and advice on continuing to seek support. The Support Service is contactable via phone, web chat, and email.

- Free resources are available to download from the beyondblue website (www.beyondblue.org.au/resources) along with further information and videos. Printed booklets, fact sheets and flyers can also be ordered via the website or through the Support Service.

- Free workplace specific information and resources are available from www.headsup.org.au or by calling the beyondblue Support Service.

Hand out a beyondblue wallet card to each participant. Inform participants that these wallet cards can be useful to pass on to workers and to have in communal workplace areas (i.e. the break room) for people to take themselves.
Inform participants that there are also other websites beyondblue has, or is linked with, that might be useful resources for them and their staff:

- The Black Dog Institute website has information and resources on depression, anxiety, bipolar disorder, PTSD and suicide and self-harm. It also has a range of workplace mental health programs on offer and solutions for seeking help.

- beyondblue’s Healthy Families is all about giving you the information, knowledge and confidence to support the young people in your life – whether you’re a parent, guardian, grandparent, a favourite uncle or an awesome auntie. It’s also here to help you take care of your own mental health and wellbeing, especially if you’re a new parent.

- Youthbeyondblue is beyondblue’s youth program, which aims to empower young people aged 12–25, their friends and those who care for them to respond to anxiety and depression. It supports and promotes environments and settings that build on the strengths of young people and responds to ongoing change.

OTHER SUPPORT OPTIONS

Explain to participants that these are some other useful support options they could consider referring workers to. All these organisations offer support and are accessible to everyone in the community. The contact details and information about the services they provide can be found at the back of the delegate handbook (and your educator’s guide).

OTHER USEFUL WEBSITES

- Black Dog Institute
  [https://www.blackdoginstitute.org.au/](https://www.blackdoginstitute.org.au/)
- Healthy Families
  [www.healthylfamilies.beyondblue.org.au](www.healthylfamilies.beyondblue.org.au)
- Youth beyondblue
  [www.youthbeyondblue.org.au](www.youthbeyondblue.org.au)

- beyondblue’s Healthy Families is all about giving you the information, knowledge and confidence to support the young people in your life – whether you’re a parent, guardian, grandparent, a favourite uncle or an awesome auntie. It’s also here to help you take care of your own mental health and wellbeing, especially if you’re a new parent.

-青年beyondblue是beyondblue的青年项目，旨在为12–25岁的年轻人及其朋友和照顾者，提供应对焦虑和抑郁的支持。它支持和促进环境和条件的建立，利用年轻人的优点，并对持续的变化作出回应。

OTHER SUPPORT OPTIONS

- Lifeline: 13 11 14
- Suicide Call Back Service: 1300 659 467
- MensLine Australia: 1300 78 99 78
- SANE: 1800 18 SANE (7263) [www.sane.org](www.sane.org)
- A local GP

Employer-provided support options may include:

- Human resources (HR)
- Employee Assistance Program (EAP)
- Peer support programs
- Your union organiser or union
- Chaplain programs

- 青年beyondblue是beyondblue的青年项目，旨在为12–25岁的年轻人及其朋友和照顾者，提供应对焦虑和抑郁的支持。它支持和促进环境和条件的建立，利用年轻人的优点，并对持续的变化作出回应。
CONCLUSION

Inform participants that this is the end of the training for Toolbox talk 3. You have looked at some of the ways union delegates can talk to a worker who is showing some of the symptoms of anxiety or depression and what support services they can access.

Remind participants that there is no single way to approach someone in the workplace as each person and situation will be different.

Reinforce that it is not their role to diagnose or fix the problem, but that they can play an important role in supporting a worker to take action.

Before you move on, discuss with participants which key pieces of information from this topic they would want to pass on to their workers, and ask them to write this down in their handbook.

Responses should be specific to the delegates’ workplaces and workers’ needs.

Inform participants that, to finish, you will briefly summarise what has been covered today and discuss some tips and considerations for conducting toolbox talks.
Inform participants that they have now covered the three topics that comprise the ‘Mental health in the workplace’ toolbox talk training package.

They should now be able to present five-minute informal toolbox talks to workers on the following topics:

1. About anxiety and depression
2. The relationship between the workplace and mental health
3. Taking action to support a worker

As discussed at the beginning, the toolbox talks provide a way to:

- increase awareness of mental health in your workplace
- understand mental health and its relationship with work
- encourage workers to support a colleague that they are concerned may be at risk, or may be experiencing a mental health condition
- provide information on available support.

Inform participants that the learning objectives and key points for each of the toolbox talks are provided in their training handbooks.

Explain to participants that toolbox talks provide an informal, non-confronting way of providing information to workers about mental health in the workplace.

Participants might deliver these in the lunchroom/staff room, in a meeting room or in the general office area as part of a stand up meeting – whatever works best in their workplace.

Reiterate that these talks are no different to any other toolbox talks they may have done previously, except they are referring to mental health in the workplace.

Ask participants to think about how they could present the toolbox talks to workers using the information you have just covered.
LEARNING ACTIVITY: TOOLBOX TALKS

Split into groups for this activity, or if you are short on time you can do this as a large group.

Ask participants to discuss the questions given in the slide and encourage them to write the responses in their handbook. Responses should be specific to the delegates’ workplaces and workers’ needs.

CONCLUSION

Inform participants that this concludes the ‘Mental health in the workplace’ toolbox talk training package.

Provide an opportunity to ask questions.

Remind delegates to download additional posters and order additional beyondblue booklets and wallet cards for their workplace.

Also remind delegates to contact the beyondblue Support Service (details are on the back page of their handbook) if the training has brought up any personal concerns.

Thank delegates for their participation in the discussions and activities.
APPENDICES

APPENDIX 1: WORKSHOP PREPARATION

Three weeks before the workshop, order one Union delegates toolbox talk workshop resource pack for each of your delegates (plus two spare) from the Heads Up website resources catalogue www.headsup.org.au/catalogue

This pack includes: 10 wallet cards, a *beyondblue Understanding anxiety and depression* brochure, and a *Taking care of your mental health: A guide for employees* brochure, for each delegate.

Two to three days before the workshop, confirm the following details.

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
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<tbody>
<tr>
<td>Check that all equipment is available and in good working order</td>
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<tr>
<td>Check that the video files play on the system and that the sound works, as you may require speakers</td>
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<td>Confirm who, if anyone, will provide technical support on the day</td>
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<table>
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<tr>
<th>MATERIALS</th>
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<tr>
<td>Download and print one educator guide, one delegate handbook and two posters for each participant, from the Heads Up website.</td>
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</tr>
<tr>
<td>Check that the Union delegates toolbox talk workshop resource packs that you have ordered have arrived at the site</td>
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<tr>
<td>Confirm who is responsible for delivering them to the training room</td>
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<table>
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<th>AUDIENCE</th>
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<td>Confirm how many delegates are expected</td>
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<td>Get an understanding of their experience, backgrounds, roles etc.</td>
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<table>
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<tr>
<th>MATERIALS CHECKLIST: PRIOR TO DELIVERING THE WORKSHOP ENSURE YOU HAVE CHECKED ALL ITEMS</th>
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<tr>
<td>Laptop/computer and speakers</td>
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<td>Data projector</td>
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<tr>
<td>Flipchart paper or whiteboard and markers</td>
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<tr>
<td>PowerPoint presentation downloaded to your computer and/or you have access to the internet to access the presentation</td>
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<tr>
<td>A box of pens [for participants]</td>
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</table>
GENERAL TRAINING TIPS

Room set up
• To promote discussion position tables and chairs in a horseshoe shape or in small groups around tables.
• Avoid lecture style set up.
• Position the laptop so you can easily see the screen when standing in front of the group.

Other general tips
• Use a pointer or a hands-free mouse to operate the PowerPoint presentation (if possible).
• You don’t need to know the answers to all the questions, and it’s OK to say this.
• If someone is sidetracking the discussion, politely tell them you are time pressured and need to stay on the key messages.

Tips for presenting with PowerPoint
• Refer to instructions that accompany each PowerPoint slide to help you present the information.
• You do not need to read directly from the slide – the group can do that.
• You may expand on the wording provided or put it in your own words.
• Blank the screen when appropriate by pressing the ‘b’ key. This turns off the view of PowerPoint. Press ‘b’ key to return to viewing PowerPoint presentation. You may want to do this during discussion and/or activities that are not related to the PowerPoint presentation showing.
• Don’t turn your back on the audience to look at the PowerPoint presentation display.

APPENDIX 2: INSTRUCTIONS FOR USING THE VIDEOS

OLI’S EXPERIENCE WITH ANXIETY
Display slide: Oli’s experience with anxiety
Click on Oli’s image on the slide
or
access the video at www.headsup.org.au/oli-anxiety

NICK’S EXPERIENCE – PART 1
Display slide: Nick’s experience – part 1
Click on Nick’s image on the slide
or
access the video at www.headsup.org.au/nick-1

NICK’S EXPERIENCE – PART 2
Display slide: Nick’s experience – part 2
Click on Nick’s image on the slide
or
access the video at www.headsup.org.au/nick-2

Note: If the videos don’t load or there are other technical issues, refer to the transcript. It can be found under Appendix 3 of this guide and in the delegate handbook.
APPENDIX 3: TRANSCRIPTS

If there are any problems with the videos, read the transcript and facilitate the discussion as described in the workshop outline.

If any participants have hearing problems, you may want to refer them to the transcript to read over while the video is playing.

OLI’S EXPERIENCE WITH ANXIETY

The first signs that something wasn’t right for me was that I could no longer wake up and be OK with the day. Everything that was putting forward was going to be an extreme challenge for me. Snowballing worries is probably the hardest thing that I’ve ever come to terms with.

The feeling of going from a state of, I guess, calmness when I first woke up and it was almost instantaneous that somehow my thoughts would just be flooded with everything at once. And I’ll think about the meeting that I had, and then almost instantaneously the thought about the meeting turned into about the thought of whether or not I’d done the right thing for the meeting, which then turned out to be the thought of whether or not the people in the meeting liked me, are they going to not like me now because I’m proposing the wrong stuff? Am I going to end up losing my job? Which then somehow went from being about a professional aspect to a personal aspect where I started attacking myself and it turned from are these people going to like me to, Am I going to like me? Do I like me? What am I possibly adding to any of these situations and why am I turning up?

So, when I came to the realisation of what was going on and then I realised that for once in my life I wasn’t going to be able to fix this myself. I quickly looked into my options, and when I say quickly, I let it go on for much longer than it ever needed to.

In the initial stages I met a bloke at work who worked in a department and he was the biggest guy I’ve ever seen; he was a bear covered in tattoos. And, very quickly, I built a relationship with him because I found out he was going through exactly what I was going through. And it got me to a place where I realised that I could finally start to look into treating this. I picked up the phone, I went and saw my GP and they referred me. Yeah, it was inevitably the best thing I’ve ever done.

The moment that my doctor told me that I was dealing with an anxiety condition was truly just an instant sense of relief. And by no means do I try and deplete the seriousness of that.

It did give me great sense and direction in terms of what I needed to do to deal with my anxiety.

I’m in a job now that’s tenfold more stressful than I was two years ago and I take it with a grain of salt. I’ve learned how to breathe properly, I’ve learned how to calm my anxieties because everything can be fixed. And, there’s absolutely nothing that can’t. If you’re at the early stages and you feel that you might be, particularly treading down the line of anxiety disorder, my first port of call would be to encourage you to get information, to access information, and there are so many portals to do it.

And what you quickly find is the moment that you start being able to tread water with what’s going on, the battle becomes just a little bit easier.
NICK’S EXPERIENCE – PART 1

Nick: Arrrggg! This bloody thing. They haven’t given me the right part. This is hopeless.

Dianne: Hey Nick, Toyota nearly done? Got the owner on the phone.

Nick: No it isn’t. We’re all under the pump out here. It’s all right for you guys in the office.

Bill: Calm down mate. It’s not her fault.

Nick: Well it’s not my fault. You blokes are under the pump too right?

Bill: Calm down Nick. No one’s got it in for you mate.

Nick: Doesn’t feel that way. Anyway, I need to get on with it.

(Phone)

Nick: I can’t just magically produce money we don’t have, Kate. I’m doing everything I can. No, no. Just ring them and put them off. I can’t do every bloody thing. Kate? What’s her problem?

NICK’S EXPERIENCE – PART 2

Bill: Can I sit down?

Nick: Yeah, if you want.

Bill: New phone?

Nick: Yeah, I’ve had it a couple of weeks. But, I can’t work out how to text properly.

Bill: Ah, right. We’ve worked together for well, I suppose 10 years now. I say we’d know each other fairly well.

Nick: Yeah, I suppose.

Bill: Is everything going all right? You seem to be stressed and angry.

Nick: Nothing. I’m fine.

Bill: Well you don’t seem fine. Is everything alright at home?

Nick: It’s nothing I can’t handle.

Bill: Well it’s affecting your work. You can’t speak to Dianne how you did the other day. And throwing things around the factory, you know that’s dangerous. Can I help? It’s just between you and me.

Nick: Everything’s just getting on top of me at the moment. Kate can’t work because of her back. We’re trying to pay the mortgage, school fees, bills...all on one income. It’s just killing me. We haven’t had a holiday in years.

Bill: Well have you spoken to anyone? You know, there’s a hotline you can ring, it’s free and confidential. I’ll get you the details.

Nick: Mate, I’ll be fine, it’s just a rough patch.

Bill: Do you remember my mate Paulie?

Nick: Yeah.

Bill: He had a terrible time last year. Everything that could go wrong did go wrong. I mean he nearly lost his house. He was just stressed out to the max and he was such an easy-going bloke. And then he spoke to someone.

Nick: I can’t find the time for anything. But yes... yes yes look you’re right. I do need to do something.

Bill: Well I’ll get the number. Have you spoken to the boss? Marco is really good like that. He can do something with your shifts. Give you a few extra hours. When I was going through the divorce, he was fantastic. He was really good.

Nick: Maybe I should.

Bill: Well it might make you feel better, and I’ll get that information and I’ll give it to you after lunch tomorrow. Why don’t you make an appointment to see Marco?

Nick: Thanks Bill.

Bill: Five o’clock yet?

Nick: Not even close...
APPENDIX 4: TOOLBOX TALK OUTLINES

TOOLBOX TALK 1: ABOUT ANXIETY AND DEPRESSION

(May be modified to suit your workplace)

Audience: Union members/workers

Duration: 5 minutes

LEARNING OBJECTIVES

• Be aware of the prevalence of anxiety and depression.

• Understand the signs and symptoms that indicate someone is at risk of/may be experiencing anxiety and/or depression.

• Be aware of the risk and protective factors associated with anxiety and depression.

KEY POINTS

1. THE PREVALENCE OF ANXIETY AND DEPRESSION

• Anxiety and depression are serious health conditions.

• Around 3 million people in Australia live with anxiety and depression every year.

• 1 in 6 women and 1 in 8 men are likely to experience depression in their lifetime, and 1 in 3 women and 1 in 5 men are likely to experience anxiety in their lifetime.

• Anxiety and depression affect people in all stages of life, but the prevalence is highest during prime working years.

• Less than 50 per cent of people who experience a mental health condition take action by getting the treatment and support they need.

• Untreated depression is a major risk factor for suicide. Although death by suicide is a relatively uncommon event, suicide rates are double the national road toll and they are particularly high for men. Nearly six men take their own lives in Australia every day.

• These conditions not only affect the person who is experiencing them, but there is a flow-on effect to the person’s partner, family members, and friends.

2. COMMON SIGNS OF ANXIETY AND DEPRESSION

An anxiety condition is more than being stressed and is different to everyday experiences of feeling worried or anxious.

Some of the signs and symptoms of anxiety include:

• difficulty sleeping, feeling restless and on edge

• feeling overwhelmed, panicked and/or irritable

• constant worrying, reoccurring/obsessive thoughts

• avoiding particular situations or people

• increased alcohol or other drug use.

A person may be depressed if, for two weeks or more, they have felt sad, down or miserable most of the time or have lost interest or pleasure in most of their usual activities.

Some of the signs and symptoms of depression include:

• loss of interest in work, hobbies and doing things normally enjoyed

• lack of energy, difficulty sleeping or sleeping more than usual

• irritability, feeling overwhelmed, difficulty concentrating

• increased alcohol and other drug use

• thinking or feeling hopeless or worthless.

Recognising these signs and symptoms early is important as the sooner a person takes action the better the outcome.
3. PERSONAL RISK AND PROTECTIVE FACTORS FOR ANXIETY AND DEPRESSION

There is no single cause of anxiety and depression; however there are a number of known risk factors. Generally, anxiety and depression are not a result of a single event, but from a combination of factors.

Some risk factors include:
- death of a loved one
- relationship and family problems – sick kids, divorce
- personal or family history of anxiety and/or depression
- financial problems
- job stress
- physical injury or illness
- caring for someone who is unwell
- loneliness or isolation.

If certain protective factors are in place, these will reduce the risk of a person experiencing anxiety and depression.

Some protective factors include:
- support from family, friends, work colleagues and managers
- exercising regularly
- eating well
- good sleep patterns
- hobbies.

SUPPORTING RESOURCES TO HAND OUT
- poster
- Understanding anxiety and depression brochure.

These resources can be downloaded or ordered from the Heads Up website or via the beyondblue Support Service.

TOOLBOX TALK 2: THE RELATIONSHIP BETWEEN THE WORKPLACE AND MENTAL HEALTH

(May be modified to suit your workplace)

Audience: Union members/workers

Duration: 5 minutes

LEARNING OBJECTIVES

1. Understand the impact of mental health conditions on the workplace.
2. Recognise risk and protective factors in the workplace.
3. Understand the importance of raising awareness.
4. Understand the importance of reducing stigma.

KEY POINTS

1. THE IMPACT OF ANXIETY AND DEPRESSION ON THE WORKPLACE

If someone has anxiety and/or depression and is not able to work, or is continuing to work without treatment and support, this can have a negative impact on the worker, the team and the workplace.

Some impacts on the individual may include:
- increased days off
- personal finances being affected (if a worker has no sick leave)
- reduced quality of life.

Some impacts on the workplace may include:
- lower team morale
- reduced workload and productivity of the team.

The workplace can affect mental health in both positive and negative ways and, conversely, an individual’s mental health can have an impact on the workplace.
2. WORKPLACE RISK AND PROTECTIVE FACTORS

Work-related risk factors and protective factors are referred to as hazards and preventative measures in the context of OH&S/WH&S. Workers would all be familiar with risk and protective factors linked to WH&S and the importance of being aware of them. Similarly, there are workplace risks and protective factors linked to mental health that it is also very important to recognise and act on.

In the previous toolbox talk we looked at general risk and protective factors for anxiety and depression. In this toolbox talk, risk and protective factors specific to the workplace will be addressed.

Some work-related risk factors to be aware of include:
- conflict at work
- bullying
- job insecurity/redundancy/job loss
- poor work/life balance
- lack of support
- high workloads/not enough work
- working in isolation
- shift work
- exposure to trauma
- (include any others specific to your workplace that you have identified).

Some work-related protective factors include:
- good leadership from management
- good relationships with managers
- strong team morale
- peer support
- involvement in decision making
- flexibility
- access to support at work, including from HSRs
- control over work tasks
- (include any others specific to your workplace that you have identified).

3. RAISING AWARENESS

Another way to increase protective factors in the workplace is to raise awareness of anxiety and depression. This can be achieved through toolbox talks, such as these, talking openly about mental health conditions in the workplace, by promoting access to resources, and by encouraging fellow workers to participate in events that raise funds and awareness of health issues, including mental health. One great way to do this is to host a beyondblue Bash, which not only works to raise awareness of anxiety and depression, but also raises funds to improve the lives of people affected by anxiety and depression. Information on this can be found at beyondbluebash.org.au.

4. REDUCING STIGMA

Stigma surrounding mental health conditions can prevent workers who may be experiencing symptoms of anxiety and depression from getting the support they need. Speaking openly about mental health in the workplace, just as one would about physical health, is a great way to help reduce stigma. If someone has a back injury or a broken arm you would ask them how they are – it should be the same for people experiencing anxiety and depression.

Consider inviting someone to talk about their experience with anxiety and/or depression. This is a great way to help with understanding, raising awareness and reducing stigma. Alternatively, direct workers to videos of people talking about their experiences with anxiety and depression on the beyondblue or Heads Up websites.
SUPPORTING RESOURCES TO HAND OUT

- *Taking care of your mental health: A guide for employees*

This booklet can be ordered from the Heads Up website or via the beyondblue Support Service.

**TOOLBOX TALK 3: TAKING ACTION TO SUPPORT A WORKER**

(May be modified to suit your workplace)

**Audience:** Union members/workers

**Duration:** 5 minutes

**LEARNING OBJECTIVES**

1. Increase confidence and skills to initiate a conversation with a fellow worker.
2. Understand how to respond appropriately when approached by a worker to discuss anxiety and depression.
3. Be aware of available support.
4. Be able to assist a worker to access appropriate support.

1. **TALKING TO A WORKER – DOS AND DON’TS**

   Talking to a fellow worker who you are concerned about can be difficult and takes courage, but it could mean the difference between them taking action to get better sooner rather than later.

   There is no single way to approach someone in the workplace as each person and situation will be different. It may not always go as planned, but the important thing is to have the conversation and encourage the individual to take action.

   Some good opening lines are:
   - I’ve noticed that...
   - What’s going on for you at the moment?
   - I’m concerned you might not be travelling too well...
   - I am worried about you...are you OK?
   - You don’t seem yourself...

   There are some important things to keep in mind when initiating a conversation though. Remember to:
   - talk to them in a quiet place
   - break the ice by talking about something neutral
   - listen without judgment
   - encourage the person to seek support.

   Some important ‘don’ts’ to remember are:
   - don’t ignore or avoid the problem
   - don’t try to fix their problems.

   Don’t say:
   - *Harden up*
   - *Get over it mate, you’ll be fine*
   - *You’re worrying about nothing*

2. **RECOVERY AND WORK**

   Once someone gets the right assistance and supports in place, they can recover from anxiety and/or depression and continue to be a productive and valued worker.

   Some things their colleagues can do are:
   - talk openly about anxiety and depression
   - include them in work activities and conversations, e.g. ask them for a coffee, for lunch, to get involved in footy tipping, etc.
   - let them know you are there to talk if they ever need it
   - encourage them to exercise, eat well and get involved in social activities.
3. AVAILABLE SUPPORT

There are a range of treatments, supports and services available to assist with recovery and the sooner someone seeks support, the better the outcome.

The beyondblue Support Service gives every person in Australia the opportunity to talk through his or her concerns with a mental health professional. People who access the service can receive a one-on-one counselling session focusing on addressing an immediate concern, as well as receive information and advice on continuing to seek support. The Support Service is contactable via phone, web chat and email.

beyondblue also has a range of free resources, including information, videos, booklets, fact sheets and flyers available to view or download from its website. Free printed booklets, fact sheets and flyers can also be ordered via the website or through the Support Service.

Free workplace specific information and resources are available from www.headsup.org.au or by calling the beyondblue Support Service.

Other websites that might be useful resources are as follows:

The Black Dog Institute website has information and resources on depression, anxiety, bipolar disorder, PTSD and suicide and self-harm. It also has a range of workplace mental health programs on offer and solutions for seeking help.

beyondblue’s Healthy Families is all about giving you the information, knowledge and confidence to support the young people in your life – whether you’re a parent, guardian, grandparent, a favourite uncle or an awesome auntie. It’s also here to help you take care of your own mental health and wellbeing, especially if you’re a new parent.

Youthbeyondblue is beyondblue’s youth program, which aims to empower young people aged 12–25, their friends and those who care for them to respond to anxiety and depression. It supports and promotes environments and settings that build on the strengths of young people and responds to ongoing change.

Other useful support options include:

- Lifeline
- Suicide Call Back Service
- MensLine Australia
- a local GP
- Workplace HR department
- Employee Assistance Program (EAP) (if your workplace has one available)
- your union organiser or union
- your workplace HSR or OH&S staff

Let your workers know that you have information and contact details for all of these services if anyone wants them.

SUPPORTING RESOURCES TO HAND OUT

- beyondblue wallet card

The wallet card can be ordered from the Heads Up website or via the beyondblue Support Service.
FURTHER RESOURCES AND CONTACTS

CONTACT DETAILS
Please direct any queries to beyondblue:
• Email: workplace@beyondblue.org.au

WEBSITES (INFORMATION AND SUPPORT)
• www.beyondblue.org.au
• www.headsup.org.au
• youthbeyondblue.com
• www.healthyfamilies.beyondblue.org.au

OTHER SUPPORT OPTIONS

Lifeline
13 11 14 www.lifeline.org.au
Lifeline is a 24/7 crisis support and suicide prevention service.

Suicide Call Back Service
1300 659 467 www.suicidecallbackservice.org.au
The Suicide Call Back Service is a 24-hour, nationwide service that provides telephone and online counselling to people 15 years and over who are suicidal, caring for someone who is suicidal, or bereaved by suicide.

MensLine Australia
1300 789 978 www.mensline.org.au
MensLine Australia is the national telephone and online support, information and referral service for men with family and relationship concerns. The service is available from anywhere in Australia and is staffed by professional counsellors, experienced in men’s issues.

SANE Australia
1800 18 SANE (7263) www.sane.org
SANE Australia is a national charity helping Australians affected by mental illness lead a better life through support, training, and education via their helpline and website.

A local GP
GPs are the best starting point for someone seeking professional help. A good GP can:
• make a diagnosis
• check for any physical health problem or medication that may be contributing to the anxiety and/or depression, or may affect your treatment
• provide information and discuss available treatments, taking the person’s preferences into account
• work with the person to draw up a Mental Health Treatment Plan so he or she can get a Medicare rebate for psychological treatment
• provide support, brief counselling or, in some cases, more specialised talking therapy
• prescribe medication
• refer a person to a mental health specialist such as a psychologist or psychiatrist.

Your union organiser or union
Your workplace HSR or OH&S staff
Fair work commission
www.fwc.gov.au
Safe work Australia
www.safeworkaustralia.gov.au
Comcare
www.comcare.gov.au
YOUR RELEVANT WORK SAFE AUTHORITY

WorkSafe ACT

SafeWork NSW
www.safework.nsw.gov.au

WorkSafe NT
www.worksafe.nt.gov.au

WorkSafe QLD
www.worksafe.qld.gov.au

SafeWork SA
www.safework.sa.gov.au

WorkSafe TAS
www.worksafe.tas.gov.au

WorkSafe VIC
www.worksafe.vic.gov.au

WorkSafe WA
www.commerce.wa.gov.au/WorkSafe

FURTHER INFORMATION AND RESOURCES ON WORKPLACE MENTAL HEALTH, INCLUDING ONLINE VIDEOS OF INDIVIDUALS’ EXPERIENCES WITH ANXIETY AND DEPRESSION

Heads Up
www.headsup.org.au

Heads Up was developed by the Mentally Healthy Workplace Alliance and beyondblue. This website is all about giving individuals and businesses free tools and resources to help them take action around mental health in the workplace. Heads Up can assist businesses to develop an action plan to create a mentally healthy workplace, and everyone in the workplace can find out about taking care of their own mental health, or get tips on having a conversation with someone they’re concerned about.

beyondblue’s official YouTube page
www.youtube.com/user/beyondblueofficial

Watch people from a range of backgrounds talk about their experiences, as well as videos from beyondblue’s national awareness campaigns including Man Therapy, Get to know anxiety and Stop. Think. Respect. Workplace-specific videos are also available via dedicated playlists.
Where to find more information

beyondblue
www.beyondblue.org.au
Learn more about anxiety, depression and suicide prevention, or talk through your concerns with our Support Service. Our trained mental health professionals will listen, provide information, advice and brief counselling, and point you in the right direction so you can seek further support.

1300 22 4636
Email or chat to us online at www.beyondblue.org.au/getsupport

Heads Up
www.headsup.org.au
Heads Up is all about supporting Australian businesses to create more mentally healthy workplaces. Access a wide range of resources, information and advice for all employees, and create a tailored action plan for your organisation.

Head to Health
www.headtohealth.gov.au
Head to Health can help you find free and low-cost, trusted online and phone mental health resources.

Donate online www.beyondblue.org.au/donations