



# Research

## mental health in the workplace



An educator's guide



**MENTAL HEALTH IN THE WORKPLACE  
AN EDUCATOR'S GUIDE**

## **Heads Up**

[www.headsup.org.au](http://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.

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# INTRODUCTION

This 'Mental health in the workplace' toolbox talk<sup>1</sup> training package was developed by *beyondblue* as part of the Heads Up initiative.

The Heads Up initiative — developed by the Mentally Healthy Workplace Alliance and *beyondblue* — is all about giving individuals and businesses free tools and resources to help them take action around mental health in the workplace. It's also about supporting Australian businesses to create more mentally healthy workplaces.

One element of a mentally healthy workplace is ongoing engagement with staff around mental health. This training package aims to help workplaces with this, as well as providing simple and informal guidance on how everyone can better support staff who may be experiencing a mental health condition.

Staff may include all people employed at the participant's organisation/place of work, including volunteers and contractors.

The training will be delivered as a workshop by nominated professionals/educators<sup>2</sup> to organisational team leaders<sup>3</sup>, or anyone leading a team within their organisations. These nominated professionals/educators are not required to have any prior knowledge, expertise or understanding of mental health conditions.

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

After this workshop team leaders will be able to do the following:

1. Increase awareness of mental health in their workplace through informal 'toolbox talks'.
2. Confidently approach and support someone at work they are concerned may be experiencing/at risk of developing a mental health condition.
3. Know what supports and resources are available for staff 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](mailto: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

<sup>1</sup> A toolbox talk is defined as any team meeting or gathering with a workplace team.

<sup>2</sup> Nominated professionals/educators may include human resources professionals, return to work coordinators and occupational health and safety advisors.

<sup>3</sup> Team leaders may include managers, supervisors or project managers.

# DELIVERY GUIDELINES

## OVERVIEW

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

## OVERALL LEARNING OUTCOMES

Following the workshop, participants will:

- have a greater understanding of the signs and symptoms of anxiety and depression.
- be confident to approach someone at work 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 staff
- know what support and resources are available for staff
- be able to deliver informal 'toolbox talks' to staff 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 team leaders may deliver to staff within their organisation.

TOPIC	APPROXIMATE DURATION
Welcome to the workshop	5 minutes
Topic 1: About anxiety and depression	25 minutes
Topic 2: The relationship between the workplace and mental health	20 minutes
Topic 3: Taking action to support someone at work	30 minutes
Summary	10 minutes
<b>Total</b>	<b>90 minutes*</b>

\* 90 minutes is the recommended time for this training, to ensure participants 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

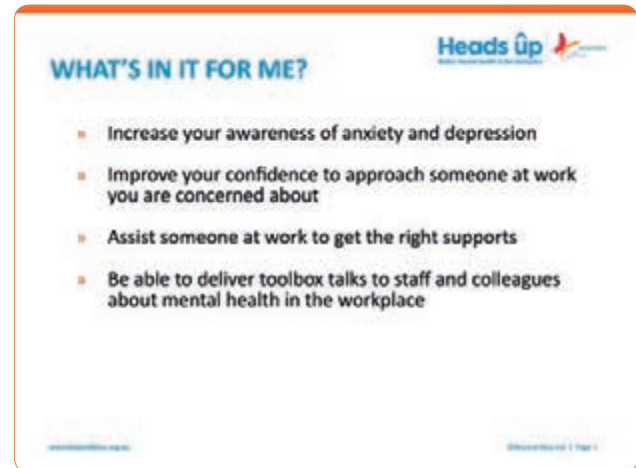
The workshop does not require any special preparation, apart from ordering the relevant resources and printing the participant handbooks and educator's guide before the training day. A checklist for what to order and what to think about before the workshop is provided in Appendix 1.

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?



## WELCOME

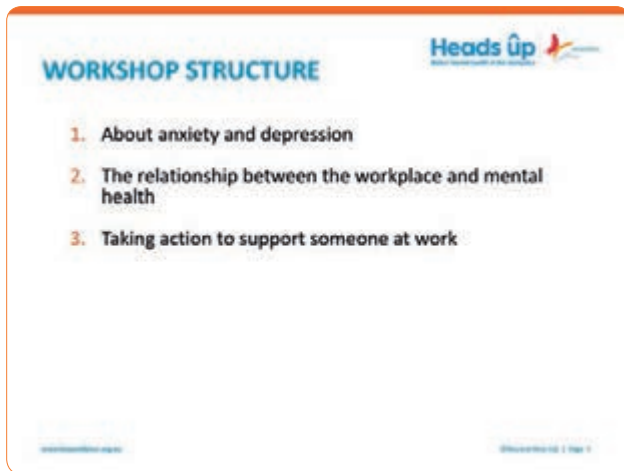
- Welcome participants to the 'Mental health in the workplace' workshop.
- Introduce yourself and give a brief background of your role.
- Explain that you have no experience or qualifications in psychology or counselling, but you are qualified to deliver this training, and that this resource has been specifically developed by *beyondblue*.
- 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 participants 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.

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 someone at work 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 staff
- know what resources and support services are available
- be confident to deliver informal five-minute toolbox talks in their workplace.



## WORKSHOP STRUCTURE




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)

## THE PREVALENCE OF ANXIETY AND DEPRESSION

**TOPIC 1: ABOUT ANXIETY AND DEPRESSION** 

**Learning objectives**

To understand the:

- prevalence of anxiety and depression
- signs and symptoms of anxiety and depression
- personal risk and protective factors of anxiety and depression



### LEARNING OBJECTIVES

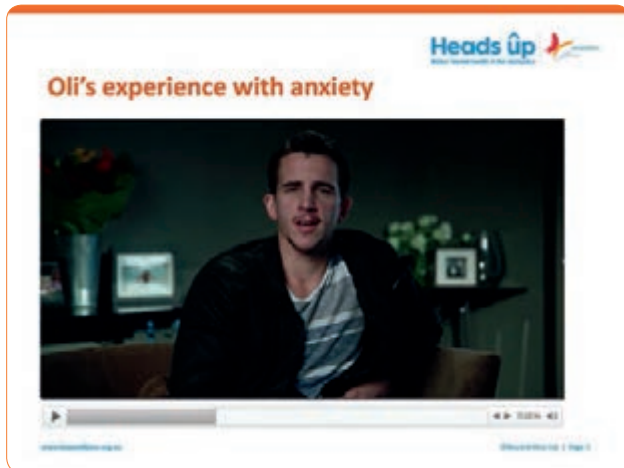
By the end of this session, participants will understand:

- 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 of the following points:

- 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. 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.

## ANXIETY



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 video at [www.headsup.org.au/oli-anxiety](http://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.

## COMMON SIGNS AND SYMPTOMS OF ANXIETY



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 an individual'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 others
- not completing tasks
- avoiding tasks.

After this activity, **reinforce** that it is not the participant's role to diagnose what may be a mental health condition. However, by being aware of the symptoms and any changes in behaviour they can support someone at work 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



**Karl's experience with depression**

Heads Up

"I'd be at work and then I'd go home at lunchtime and I would sit in my lounge room and cry for the whole lunch hour, and then go back to work."

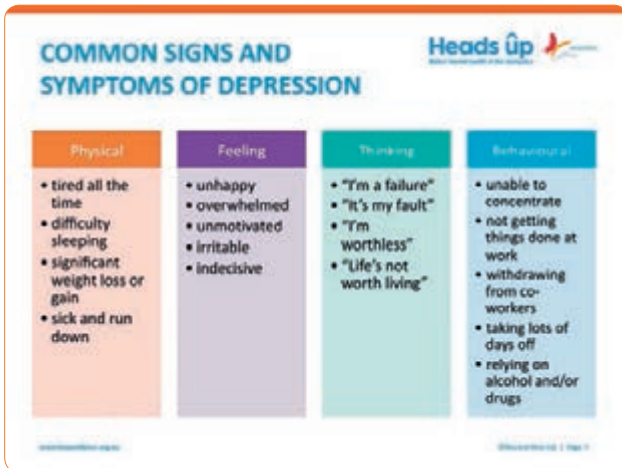
"You'd try and isolate yourself from everyone around you. So you would cut off your friends, you cut off your family and you try and work through the problems on your own. You don't want any social occasions, you don't want to go out or anything socially."

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 and it may help give participants a better understanding of what depression can be like.

## COMMON SIGNS AND SYMPTOMS OF DEPRESSION



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 anymore
- coming in late
- unexplained absences
- not following safety standards
- not meeting deadlines
- making mistakes
- seeming irritable
- just not being themselves.

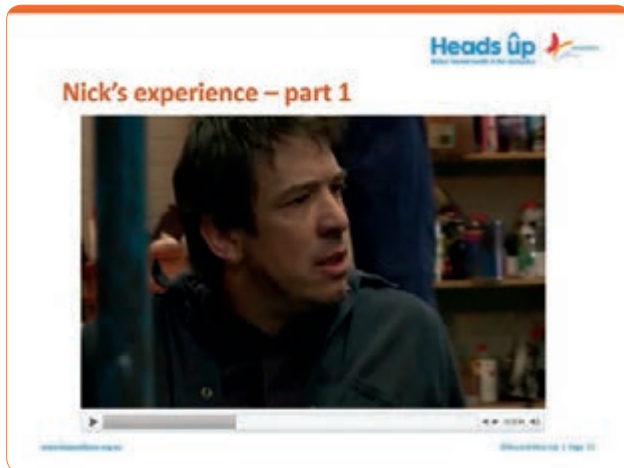
Next, ask participants to consider how these would impact on their workplace and write down their responses in their handbook.

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.**

## SIGNS AND SYMPTOMS LEARNING ACTIVITY: NICK'S EXPERIENCE – PART 1



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 video at [www.headsup.org.au/nick-1](http://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:

- snaps at a co-worker
- appears aggressive and agitated
- is not focused on work
- has financial pressure at home.

## PERSONAL RISK AND PROTECTIVE FACTORS FOR ANXIETY AND DEPRESSION



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 or 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.

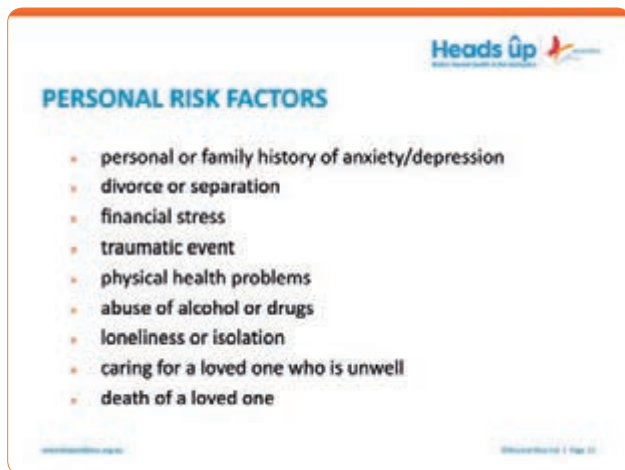
Ask each group to think of at least five or six risk factors. You can provide an example from the list below to get them started.

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 pre-disposition
- 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.

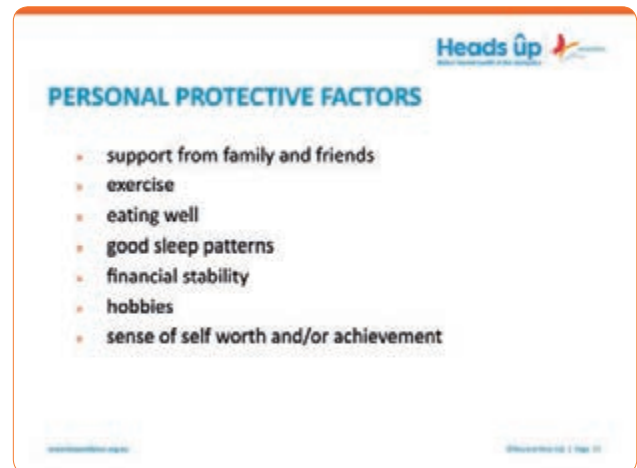
### BRAINSTORMING ACTIVITY – PERSONAL PROTECTIVE FACTORS\*

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 staff, and ask them to write this down in their handbook.

Responses should be specific to their workplace and the specific demands and challenges of the teams and areas that they work in.

Provide each participant with two posters to put up in their workplaces and a copy of the *beyondblue Anxiety and depression: An information booklet*.

Inform the participants that copies of the information booklet can be ordered from the Heads Up website or *beyondblue* Support Service, which will be discussed in more detail in Topic 3. Encourage participants to order additional booklets. 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

Heads Up  
Workplace Health and Safety

TOPIC 2: THE RELATIONSHIP BETWEEN THE WORKPLACE AND MENTAL HEALTH

**Learning objectives:**

- the impact of mental health conditions on the workplace
- risk and protective factors in the workplace
- raising awareness
- reducing stigma

Workplace Health and Safety | Page 11

Heads Up  
Workplace Health and Safety

THE IMPACT OF MENTAL HEALTH CONDITIONS ON THE WORKPLACE

**Impact on the individual:**

- increased number of days off
- reduced personal finances (if a worker has no sick leave)
- reduced quality of life

**Impact on the workplace:**

- lower team morale
- increased workload and reduced team productivity

Workplace Health and Safety | Page 12

## LEARNING OBJECTIVES

At the end of this session, participants 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.

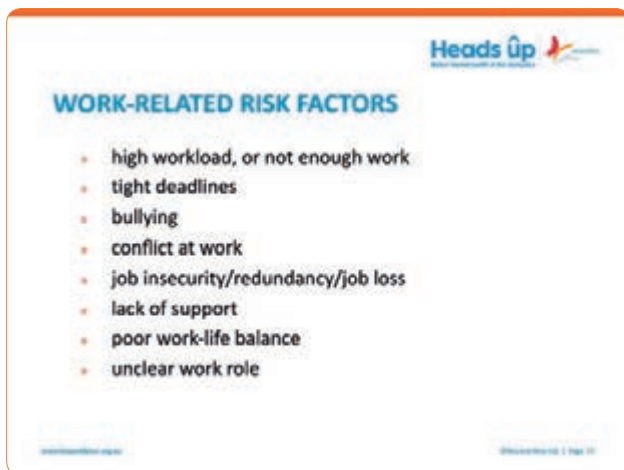
Explain to participants that if someone is experiencing anxiety and/or depression and is not able to work, or continues to work without treatment and support, this can have a negative impact on the individual, the team and the workplace. Some of these impacts are given in the slide.

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.

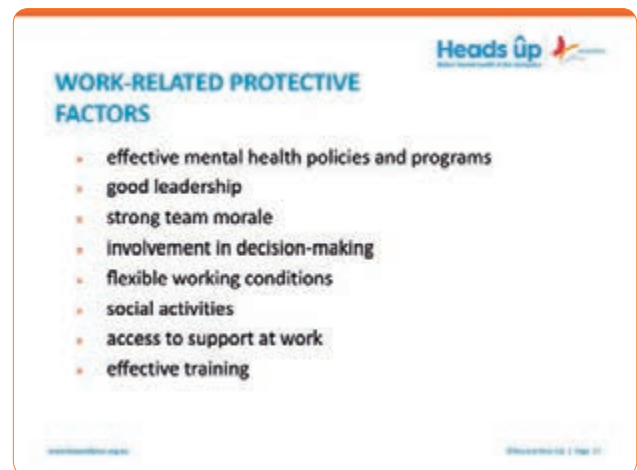
Explain how participants would all be familiar with risk and protective factors linked to WH&S and the importance of being aware of them. Similarly, there are risk and protective factors linked to mental health that are also very important to recognise and act on.

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 an individual's mental health.

## WORK-RELATED RISK FACTORS



## WORK-RELATED PROTECTIVE FACTORS



### BRAINSTORMING ACTIVITY: RISK FACTORS IN THE WORKPLACE\*

Working in small groups, ask participants to brainstorm the risk factors that are present in their workplace.

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.

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

### 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.

Responses may include:

- walking groups
- kicking a football during breaks
- having a BBQ lunch or breakfast once a month
- having a chaplain or counsellor on site
- having access to an employee assistance program (EAP)
- peer support.

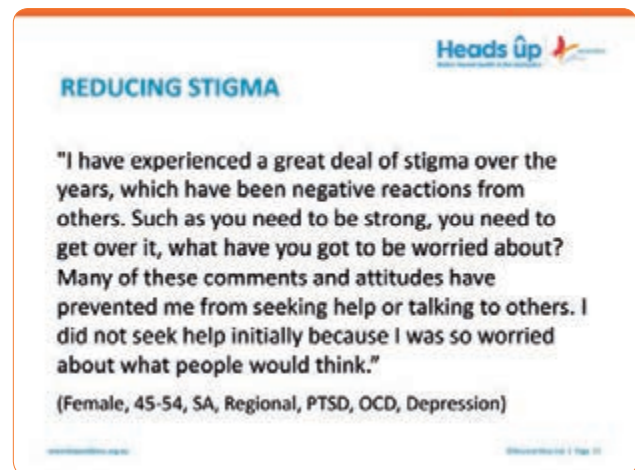
## RAISING AWARENESS



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

Another way that participants can promote awareness is to organise or encourage staff to participate in events that raise funds and awareness of health issues, including mental health. One of the best known of these events is R U OK? Day (in September). Mental Health Week (in October) and Movember (in November) are other great examples.

## 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 someone at work or manager willing to speak openly and share their story.

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

Heads Up website: [www.headsup.org.au/training-and-resources/personal-experience-videos](http://www.headsup.org.au/training-and-resources/personal-experience-videos)

*beyondblue*'s YouTube channel: [www.youtube.com/beyondblueofficial](http://www.youtube.com/beyondblueofficial)

These links are provided at the back of the educator's guide and in the 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 staff and ask them to write this down in their handbook.

Ask them to think specifically about their teams and the demands of the work that they do within the organisation.

## SUPPORTING RESOURCES TO HAND OUT

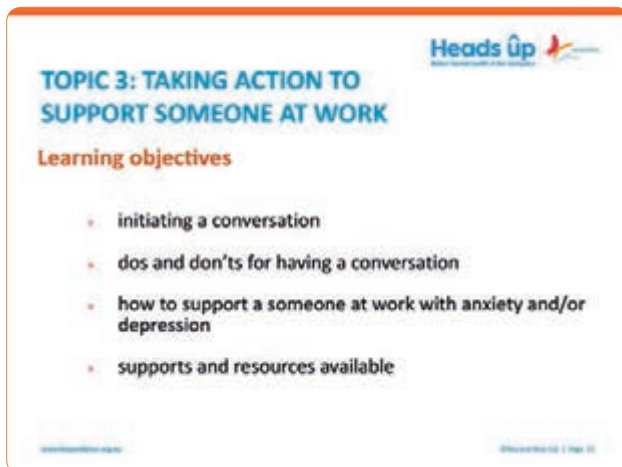
- *Taking care of your mental health in the workplace: A guide for employees*

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 someone at work and the different types of support that are available.

# TOPIC 3: TAKING ACTION TO SUPPORT SOMEONE AT WORK (30 MINUTES)

## SUPPORTING SOMEONE AT WORK LEARNING ACTIVITY: NICK'S EXPERIENCE – PART 2



**TOPIC 3: TAKING ACTION TO SUPPORT SOMEONE AT WORK**

**Learning objectives**

- initiating a conversation
- dos and don'ts for having a conversation
- how to support a someone at work with anxiety and/or depression
- supports and resources available



**Nick's experience – part 2**

### LEARNING OBJECTIVES

Following this session, participants should be:

- confident to initiate and have a conversation
- understand how to support someone at work with anxiety and/or depression
- be aware of available support
- be able to assist someone at work to access appropriate support.

### INTRODUCTION

Inform participants that in this topic, you will talk about ways of approaching and supporting a staff member, or someone at work, that they are concerned may be experiencing anxiety and/or depression. The topic will also cover what resources and services are available for staff 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.

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 video at [www.headsup.org.au/nick-2](http://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 ...*

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

## TALKING TO SOMEONE AT WORK

The slide is titled "TALKING TO SOMEONE AT WORK" and features the "Heads Up" logo in the top right corner. The "Do" section lists four bullet points: "Talk to them in a quiet place", "Break the ice by talking about something neutral", "Listen without judgment", and "Encourage the person to take action".

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

The slide is titled "TALKING TO SOMEONE AT WORK" and features the "Heads Up" logo in the top right corner. The "Don't" section lists three bullet points: "ignore or avoid the person", "try to fix their problems", and "talk about your own problems". The "Don't say" section lists four bullet points: "Harden up", "Get over it mate, you'll be fine", "It's not my problem, I don't want to get involved", and "You're worrying about nothing".

Explain to participants that there are some things that should be avoided when talking to someone at work.

These 'do' and 'don't' slides are basic points to remember when participants are thinking about/ planning to talk to someone at work 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 individual to take action.

If you're 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 someone at work or work colleague: [www.headsup.org.au/supporting-others-in-the-workplace/having-a-conversation](http://www.headsup.org.au/supporting-others-in-the-workplace/having-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 their responsibility to provide ongoing support or take on the role of a counsellor.

## SUPPORTING SOMEONE WITH ANXIETY AND/OR DEPRESSION IN THE WORKPLACE



Explain to participants that once an individual 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.

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 the individual to take action and seek support.

## WHERE TO FIND MORE INFORMATION AND SUPPORT

**SUPPORT OPTIONS**

**beyondblue**  
[www.beyondblue.org.au](http://www.beyondblue.org.au)

Talk it through with our Support Service on 1300 22 4636

Email or chat to us online at  
[www.beyondblue.org.au/getsupport](http://www.beyondblue.org.au/getsupport)

Workplace specific information and resources can be found at  
[www.headsup.org.au](http://www.headsup.org.au)

### **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](http://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](http://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 staff and to have in communal workplace areas (i.e. the break room) for people to take themselves.

## OTHER USEFUL WEBSITES

**OTHER USEFUL WEBSITES**

**Man Therapy**  
[www.mantherapy.org.au](http://www.mantherapy.org.au)

**Just Speak Up**  
[www.justspeakup.beyondblue.org.au](http://www.justspeakup.beyondblue.org.au)

**Youth *beyondblue***  
[www.youthbeyondblue.org.au](http://www.youthbeyondblue.org.au)

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 Man Therapy website encourages men to take action against anxiety and depression. Here men can assess their wellbeing, get answers to frequently asked questions about mental health and receive action-oriented advice on dealing with anxiety and depression.
- The Just Speak Up website was developed as part of the *beyondblue* 'Just Speak Up' campaign that encourages new and expecting parents to share their stories — to promote awareness of perinatal anxiety and depression, reduce stigma and provide information about where to get help.
- 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 staff 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 participant handbook (and your educator's guide).

**OTHER SUPPORT OPTIONS** **Heads Up**

- Lifeline: **13 11 14**
- Suicide Call Back Service: **1300 659 467**
- Men's Line Australia: **1300 78 99 78**
- SANE: **1800 18 SANE (7263)** [www.sane.org](http://www.sane.org)
- A local GP

Employer-provided support options may include:

- Human resources (HR)
- Employee Assistance Program (EAP)
- Peer support programs
- Chaplain or counsellor programs

www.headsup.org.au | Page 27

## CONCLUSION

Inform participants that this is the end of the training for Toolbox talk 3. You have looked at some of the ways participants can talk to an individual 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 staff 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 staff, and ask them to write this down in their handbook.

Responses should be specific to their area of work within the organisation and their staff's 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.

## SUPPORTING RESOURCES TO HAND OUT

- *Take action on mental health in the workplace* wallet cards

## SUMMARY (10 MINUTES)

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 staff on the following topics:

1. About anxiety and depression
2. The relationship between the workplace and mental health
3. Taking action to support someone at work

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 everyone to support a co-worker 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.

## TIPS AND CONSIDERATIONS FOR TOOLBOX TALKS



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

Participants might deliver these at a team meeting in any appropriate location (e.g. in the lunchroom/ staffroom or a meeting room, in the workshed or work yard, or in the general office/shop area as part of a regular stand up meeting) — whatever works best in their workplace.

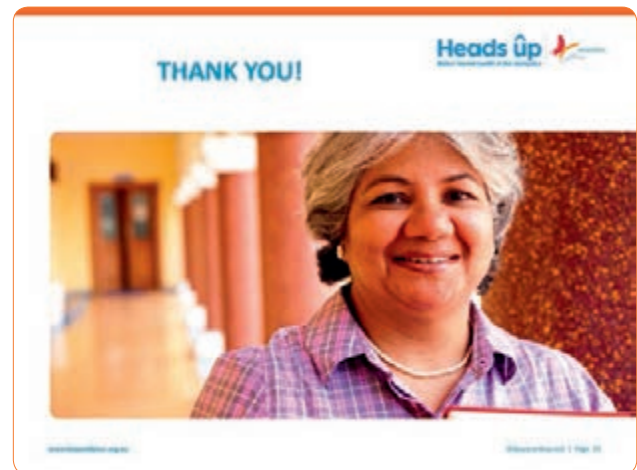
Ask participants to think about how they could present the toolbox talks using the information you have just covered.

## 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 their area of work.

## CONCLUSION



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

**Provide** an opportunity to ask questions.

**Remind** participants to order additional booklets for their workplace.

**Also remind** participants 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** participants for their participation in the discussions and activities.

# APPENDICES

## APPENDIX 1: WORKSHOP PREPARATION

**Three weeks before the workshop,** order the *beyondblue* resources *Anxiety and depression: An information booklet* and *Taking care of your mental health in the workplace: A guide for employees* brochure, from the Heads Up website resources catalogue: [www.headsup.org.au/catalogue](http://www.headsup.org.au/catalogue)

Ensure you order one of each booklet for all of your workshop participants (plus two spares).

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

EQUIPMENT	
<input type="checkbox"/>	Check that all equipment is available and in good working order
<input type="checkbox"/>	Check that video files play on the system and that the sound works, as you may require speakers
<input type="checkbox"/>	Confirm who, if anyone, will provide technical support on the day
MATERIALS	
<input type="checkbox"/>	Ensure that the educator's guide and participant handbooks have been printed (one for each participant plus two spares)
<input type="checkbox"/>	Check that the <i>beyondblue</i> information booklets you have ordered have arrived at the site
<input type="checkbox"/>	Confirm who is responsible for delivering the toolbox talk packs to the training room
AUDIENCE	
<input type="checkbox"/>	Confirm how many participants are expected
<input type="checkbox"/>	Get an understanding of their experience, backgrounds, roles etc.

MATERIALS CHECKLIST: PRIOR TO DELIVERING THE WORKSHOP ENSURE YOU HAVE CHECKED ALL ITEMS	
<input type="checkbox"/>	Laptop/computer and speakers
<input type="checkbox"/>	Data projector
<input type="checkbox"/>	Flipchart paper or whiteboard and markers
<input type="checkbox"/>	PowerPoint presentation downloaded to your computer and/or you have access to the internet to access the presentation
<input type="checkbox"/>	A box of pens (for participants)

## 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 the 'b' key to return to viewing the 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 video at [www.headsup.org.au/oli-anxiety](http://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 video at [www.headsup.org.au/nick-1](http://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 video at [www.headsup.org.au/nick-2](http://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 participant 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:** Arrrrrgg! 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?
- Yeah, just ignore me fellas. Geez I'm sick of this joint.
- 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 work site)

**Audience:** Staff members and colleagues

**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. Suicide rates are double the national road toll and they are particularly high for men.

- 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.

Recognising these signs and symptoms early is important as the sooner a person takes action the better the outcome.

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.



### 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 and friends
- exercising regularly
- eating well
- good sleep patterns
- hobbies.

#### SUPPORTING RESOURCES TO HAND OUT

- poster
- *beyondblue Anxiety and depression: An information booklet.*

The information booklet can be 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 work site)

**Audience:** Staff members and colleagues

**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 individual, the team and the workplace.

Some impacts on the individual may include:

- increased days off
- personal finances being affected (if someone 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

Staff 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
- (include any others specific to your workplace that you have identified).

Some work-related protective factors include:

- good leadership
- strong team morale
- peer support
- involvement in decision making
- flexibility
- access to support
- social activities
- (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 everyone in the workplace to participate in events that raise funds and awareness of health issues, including mental health. One of the best known of these events is R U OK? Day, which is a great way to raise awareness, show support, and get people talking.

## 4. REDUCING STIGMA

Stigma surrounding mental health conditions can prevent individuals 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 staff 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 in the workplace: 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 STAFF MEMBER

(May be modified to suit your work site)

**Audience:** Staff members and colleagues

**Duration:** 5 minutes

### LEARNING OBJECTIVES

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

### 1. TALKING TO SOMEONE AT WORK – DOS AND DON'TS

Talking to someone at work 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](http://www.headsup.org.au) or by calling the *beyondblue* Support Service.

Other websites that might be useful resources are as follows:

- The Man Therapy website encourages men to take action against anxiety and depression. Here men can assess their wellbeing, get answers to frequently asked questions about mental health and receive action-oriented advice on dealing with anxiety and depression.
- The Just Speak Up website was developed as part of the *beyondblue* 'Just Speak Up' campaign that encourages new and expecting parents to share their stories — to promote awareness of perinatal anxiety and depression, reduce stigma and provide information about where to get help.

- 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)

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

### SUPPORTING RESOURCES TO HAND OUT

- *Take action on mental health in the workplace* wallet card

# FURTHER RESOURCES AND CONTACTS

## CONTACT DETAILS

Please direct any queries to *beyondblue*:

- Email: [workplace@beyondblue.org.au](mailto:workplace@beyondblue.org.au)

## WEBSITES (INFORMATION AND SUPPORT)

- [www.beyondblue.org.au](http://www.beyondblue.org.au)
- [www.headsup.org.au](http://www.headsup.org.au)
- [www.mantherapy.org.au](http://www.mantherapy.org.au)
- [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
- [www.justspeakup.org.au](http://www.justspeakup.org.au)

## OTHER SUPPORT OPTIONS

### Lifeline

13 11 14 [www.lifeline.org.au](http://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](http://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](http://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](http://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.

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

### Heads Up

[www.headsup.org.au](http://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](https://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.









Housing Industry Australia (HIA)  
is a proud supporter of *beyondblue*  
and workplace mental health.



## Where to find more information

### Heads Up

[www.headsup.org.au](http://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.

### *beyondblue*

[www.beyondblue.org.au](http://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 and advice, 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](http://www.beyondblue.org.au/getsupport)

### mindhealthconnect

[www.mindhealthconnect.org.au](http://www.mindhealthconnect.org.au)

Access to trusted, relevant mental health care services, online programs and resources.



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