

**Welcome to MHPN's webinar on
supporting a young person who is
experiencing cyber-bullying.**

We will begin at 6:45pm AEST.

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- Interested in hearing more about the face to face MHPN network meetings in your area?
- Thinking about joining, or starting a special interest mental health network?
- Do you live in a remote or rural area and would like to discuss options for virtual networking with your mental health peers?

Contact us after the webinar at contactus@mhpn.org.au or ring us on **1800 209 031** for more information on these and other MHPN networks.

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We are always looking at ways to improve our service to you.

If you have any suggestions about future webinar topics or ways we can improve our webinar format, please provide them in the exit survey at the webinar's completion

**Welcome to MHPN's webinar on supporting
a young person experiencing cyber-bullying.**

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Tonight's panel discussion will be based on the case study, Kelly. If you have not read it yet you can find the link in our emails to you regarding this webinar.

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Webinar

An interdisciplinary panel case study discussion

Working together, working better to support a young person who is experiencing cyber-bullying

Wednesday 12th September 2012

“Working together. Working better.”

Supported by The Royal Australian College of General Practitioners, the Australian Psychological Society, the Australian College of Mental Health Nurses and The Royal Australian and New Zealand College of Psychiatrists

This webinar is presented by



Panel

- Ms Brooke Chapman (social worker/youth worker)
- Dr Simon Kinsella (clinical psychologist)
- Dr Elizabeth Scott (psychiatrist)

Facilitator

- Dr Mary Emeleus (GP)



Learning Objectives

At the end of the session participants will be better equipped to:

- Recognise the key principles of intervention and the roles of different disciplines in assessing, treating and supporting a young person who is experiencing cyber-bullying
- Better understand the merits, challenges and opportunities in providing collaborative care to a young person who is experiencing cyber-bullying

Social work perspective

The role of social work in its response to cases of cyber-bullying in schools:

Social workers (and youth workers) can use their role in schools to advocate for good cyber-space practice policies and further to intervene in cases of cyber-bullying so that young people can feel safe to attend school without feeling threatened or further marginalised



Ms Brooke Chapman

Social work perspective

'Kelly' - Initial Social Work Assessment:

- **Build rapport:**
 - by introducing myself, explaining my role and how I can help students and families
- **Explain confidentiality**
- **Ask what prompted Kelly to make her appointment with the social worker**
- **Establish the facts by:**
 - completing a genogram with Kelly to illustrate her family network & origin
 - completing a timeline of events to clarify significant events
 - checking with Kelly that the genogram and timeline match her recollection of her experiences over time.



Ms Brooke Chapman

Social work perspective

Identify Key Issues:

- **Identify significant key issues that increase Kelly's risk of stress and harm**
- **Take notice of the particular language Kelly uses to describe her situation, feelings, and needs. Note any indicators of strengths or areas of vulnerability (physically, emotionally, socially)**
- **Identify key relationships and/or safe and supportive people in Kelly's peer network or local community**



Ms Brooke Chapman

Social work perspective

Key issues include:

- **Cyber-bullying threats are causing increasing stress, worry and anxiety levels**
- **History of untreated anxiety and depression for a long period of time, compounded by recent homelessness and street presence**
- **No real long term stability for accommodation or realistic planning to consolidate this in the near future once hostel accommodation ceases**



Ms Brooke Chapman

Social work perspective

Key issues include (2):

- **Lack of reliable, secure parental support or other significant adults who act as positive and caring role models in her regular routine**
- **Long period recently of disengagement from education causing risk of increasing gaps in her learning and academic development**
- **Reoccurring nightmares causing lack of quality sleep indicating anxiety and fear being experienced in many spheres at present**



Ms Brooke Chapman

Social work perspective

Intervention Plan:

- Dialogue with Kelly about accessing, with my support, additional community resources to address key issues outside of the school
- Complete relevant inter agency confidentiality and communication forms to avoid any administration 'road blocks' that may delay the helping process later
- Make relevant calls, with Kelly's permission, to housing officer at hostel for example, to optimise access to resources and to avoid over lapping in professional helping (for e.g. hostel may have a visiting youth friendly GP who can conduct an assessment in an environment that is safe and affordable, and recommend a youth friendly psychiatrist)
- Advocate to relevant teachers at school about Kelly's barriers to education that may cause difficulties eg; depression, bullying, anxiety
- Complete and involve Kelly in any other immediate care plan actions such as health checks so that she can access services e.g. Medicare, Identification cards, Smartryder



Ms Brooke Chapman

Social work perspective

Intervention (cont)... Ongoing support plan for school

- Refer to cyber-bullying policy of school/state education department
- Engage in discussion about the concept of privacy, what it means and looks like to Kelly
- Educate Kelly about safe cyber-bullying practices. Do so by sitting with her at computer facilitating her learning. Allow her to experience feeling in control and more knowledgeable about her options in managing her online life.
- Empower her to reclaim her privacy by using simple tips and strategies for e.g. altering / resetting privacy settings / keeping transcripts of bullying to print out/ limit or make invisible her profile to reduce exposure to risk of cyber-bullying.



Ms Brooke Chapman

Social work perspective

Intervention (cont)... Ongoing support plan for school (2)

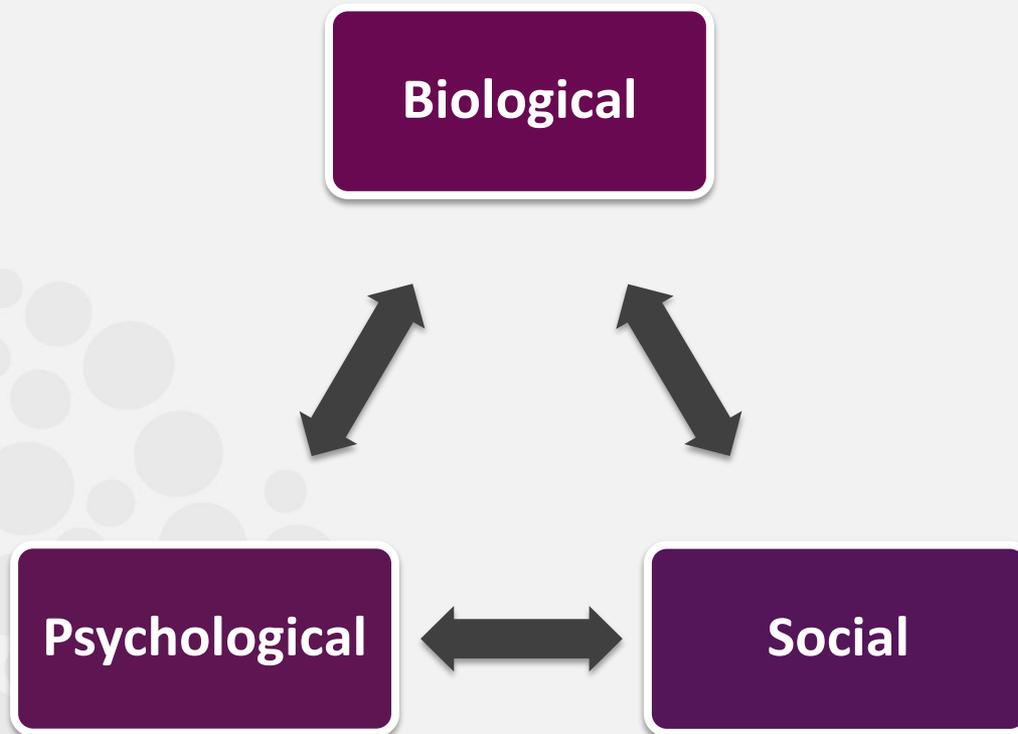
- Using dialogue explore coping mechanisms used before facebook. Encourage trialling these during stressful times
- Teach ways to reduce and manage stress e.g.; breathing exercises. Practice methods of stress reduction with Kelly.
- Provide individual, class and even whole school approaches utilising pastoral care teams and students who can promote safe social networking
 - *E.g.* design posters, allow students or student reps to suggest good practice processes as innovative responses, web links for students visible, nominate community stake holders to support the whole school approach to anti-bullying



Ms Brooke Chapman

Psychologist perspective

Assessment



Dr Simon Kinsella

Psychologist perspective

Biological:

- Age
- Drugs and Alcohol
- Diet
- Sleep
- Physical Health
- Weight
- Physical Fitness



Dr Simon Kinsella

Psychologist perspective

Psychological:

- Review the diagnosis, consider other possibilities
- Sexuality
- Possible abuse history
- Cognitive schemas – history of rejection
- Coping mechanisms, strengths and weaknesses
- History of mental illness
- Risk assessment



Dr Simon Kinsella

Psychologist perspective

Social:

- **Peer group**
- **Friendship group**
- **Sexual partner/ partners**
- **School environment**
- **Cyber-bullying**
- **Family of origin**
- **Adoptive family**
- **Current living arrangement**



Dr Simon Kinsella

Psychologist perspective

Treatment:

- **Social Skills**
- **CBT regarding depression and anxiety**
- **Possible need for longer term treatment**
- **Possibility of psychodynamic psychotherapy**
- **Support regarding management of cyber-bullying (education, involvement with the school)**



Dr Simon Kinsella

Psychologist perspective

Actions regarding cyber-bullying:

- **don't respond to the message or image**
- **save the evidence**
- **block and delete the sender**
- **report the situation to the website or Internet Service Provider**
- **tell trusted people—friends, adults, teachers, parents and police if necessary**



Dr Simon Kinsella

Psychologist perspective

Resources:

- **Alannah and Madeline Foundation**
www.amf.org.au
- **Cybersmart**
<http://www.cybersmart.gov.au/Kids>
- **Black Dog Institute**
<http://www.blackdoginstitute.org.au/>
- **Headspace and other resources**
- **School based resources**



Dr Simon Kinsella

Psychiatrist perspective

Cyber-bullying in context:

- **Cyber-bullying is becoming increasingly common**
- **Cyber-bullying may increase the risk of or contribute to the onset of mental illness**
- **Both victims and bullies experience different effects in cyber-bullying compared to traditional face to face bullying**



Dr Elizabeth Scott

Psychiatrist perspective

Impact:

○ Victims

- Greater feelings of anguish, powerlessness and hopelessness
- Twice as likely to commit suicide

○ Bullies

- Less depressed than their victims
- May be more vicious and feel less empathy than traditional bullies
- Bullies who are also victims tend to have worse outcomes

○ Being constantly connected has other negative effects

- poor sleep and circadian rhythm
- impaired stress response
- impaired cognitive function



Dr Elizabeth Scott

Psychiatrist perspective

Management:

- **Establish technology guidelines early**
- **Intervene early**
- **Seek help from a variety of sources**
- **Know how to use the online systems available**



Dr Elizabeth Scott

Thank you for your participation



- Please ensure you complete the *exit survey* before you log out (under the resources tab at the bottom of your screen). Certificates of attendance will be issued in 4-5 weeks
- To continue the interdisciplinary discussion please feel free to stay online and utilise the chat box
- Each participant will be sent a link to online resources associated with this webinar within 48 hours
- The next MHPN webinar will be '*Working together, working better to support mental health and sleep disorder presentations*' at 6.45pm on Monday 22nd October 2012

- MHPN acknowledge the support of *Reach Out Pro* in planning this webinar.
- For more information on *Reach Out Pro* go to www.reachoutpro.com.au
- For more information on MHPN networks and online activities go to www.mhpn.org.au

Thank you for your contribution and participation

Don't forget to fill out the exit survey (in the resources tab at the bottom of your screen)!