# Assessment Requirements for CHCPRT015 Respond to needs of youth justice clients

**Release: 2**

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## Modification History

| Release | Comments |
|---|---|
| Release 2 | Updated: <br><br>• assessor requirements statement <br>• foundation skills lead in statement <br>• licensing statement <br>• modification history to reflect 2012 standards <br><br>Equivalent outcome. |
| Release 1 | This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. <br><br>Significant changes to elements and performance criteria. <br><br>New evidence requirements for assessment. |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least three youth justice clients, including:
  - encouraging young people to discuss issues openly and honestly
  - supporting the young person through verbal and non-verbal methods
  - employing strategies to encourage the young person to recognise their capacity to make changes
  - acknowledging and respecting the young person's rights to choose appropriate supports
  - helping the young person to maintain their commitment to change
  - referring young person to specialist services when necessary
- undertaken at least one risk assessment of different choices made by the young person
- recorded outcomes of interventions and supports accurately and completely on at least two occasions.

# Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- adolescent mental health and social and emotional wellbeing concerns
- motivational interviewing techniques
- issues and contemporary approaches to illegal and legal drug use, treatment and response
- relevant legislation, policy and procedures related to working in the youth justice context where young people present with complex and/or multiple issues relating to health and wellbeing
- range of support and intervention types available for young people experiencing a variety of health and behavioural concerns in the youth justice environment including:
  - misuse of alcohol and/or other drugs , including addiction
  - mental health issues (depression and suicide)
  - disabilities
  - behavioural difficulties
- local internal and external organisations and specialist support services available to young people
- importance of peer support in achieving change
- impact of culture, beliefs and preferences on individual's willingness to discuss areas of concern
- theories of how family of origin, intergenerational and environmental health impacts contribute to health and wellbeing of young people in the youth justice system
- relationship between lifestyle choices, nature of adolescent risk-taking and offending behaviour
- early warning signs of young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance-use related or otherwise

# Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53