



Australian Government

CHCYTH011 Work effectively with young people and their families

Release: 2

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Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to cooperate in mutual agreement on the activities, outcomes and processes of young people's family members/nominated carers, for the purpose of achieving goals identified in consultation with the young person to address their concerns and/or risks.

This unit applies to community services work in a range of contexts where the young person is considered the primary client.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish relationship with the young person's nominated carer/family

1.1 Gather necessary information about the background and circumstances of young person and their family/carers with

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members

respect for privacy and confidentiality

1.2 Provide information to young person and their family/carers in a factual, clear and ethical manner to promote positive responses

1.3 Identify issues and changes needed to behaviour and relationships of young people and their families/carers

1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their family/carers as secondary clients

1.5 Encourage family members to reflect on their relationships, expectations and personal responsibilities

1.6 Identify obstacles to professional relationships with families/carers

1.7 Record concerns according to the code of conduct and ethics

2. Exchange information with family/carers about young person's needs and/or risks

2.1 Use effective communication and model positive behaviour techniques to encourage active participation and appropriate responses

2.2 Monitor and anticipate behaviour and mood of clients and respond appropriately

2.3 Provide clients with clear and relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy

2.4 Analyse own values for impact on attitudes and interactions and to detect and avoid personalising issues, discrimination or stereotyping

3. Determine a mutual approach to addressing the young person's needs

3.1 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes

3.2 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person

3.3 Plan a structured sequence of activities and timetable to

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achieve client objective within available resources

3.4 Consult team members for feedback on the planned program

3.5 Identify resources needed for continuing work with clients and allocate according to priorities and availability

4. Respond to families'/nominated carers concerns about young person

4.1 Develop trust and address family members'/carers' concerns, including limitations on confidentiality and power differentials between individuals

4.2 Identify and prioritise short- and long-term implications of family/ carer concerns

4.3 Validate family/ carer concerns using a range of checking sources including consultation with the young person as primary client

4.4 Provide information to family members/ carers on a need-to-know basis with respect for young person's privacy

4.5 Negotiate conditions and confirm agreement with families/ carers to encourage commitment, cooperation and mutual action

4.6 Identify indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and consider this information in the approach taken

4.7 Encourage family members/ carers to take responsibility for agreement on objectives, targets and outcomes

4.8 Ensure location of client meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients

4.9 Guide clients to maintain positive direction, cooperation, achievements and respect

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to engage in collaborative discussions with young people and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>