



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH401B Engage respectfully with young people

Release: 1

CHCYTH401B Engage respectfully with young people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to communicate effectively with young people (aged 12-25) in work roles with a specific focus on young people

Application of the Unit

Application

This unit applies to work undertaken in work roles where the young person is the primary client

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Communicate effectively with a *diversity of young people*

PERFORMANCE CRITERIA

- 1.1 Listen to the young person to gain understanding of their experiences
- 1.2 Foster communication exchanges that supports the development of trust and rapport
- 1.3 Process information about the young persons situation from their perspective
- 1.4 Use a range of *appropriate communication strategies* to engage with young people
- 1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder

ELEMENT**PERFORMANCE CRITERIA**

2. Reflect understanding of youth cultures, sub cultures and development

2.1 Take into account *youth culture, sub cultures* and *development of the young person* in all actions and decisions

2.2 Evaluate issues in relation to young person's culture and modify approaches appropriately

2.4 Select *activities and resources* to promote awareness, respect and value of diversity

2.5 Establish guidelines that are relevant to the culture and background of the young person

2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work

3. *Work with the young person* as the focus

3.1 Apply *youth centred practices* when working with young people

3.2 Respect the rights needs and responsibilities of the young person

3.3 Convey worker rights and responsibilities as necessary

3.4 Establish a professional relationship and boundary expectations with the young person

3.5 Recognise, and manage *power inequities in the professional relationship*

3.6 Apply *principles of ethical decision-making* in working with young people

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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 identified work role

These include knowledge of:

- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Current issues facing young people and existing services to address their needs and rights
- Different world views and the interrelationship of society, culture, and the young person
- Diversity in all forms - cultural, sexualities, abilities, socioeconomics, experiences of migrants, refugees and asylum seekers, geographical locations
- Own cultural values, cultural lens and ethnocentrism
- Own work role within the context of the youth sector
- Principles of access and equity
- Principles of ethical decision-making
- Statutory frameworks in which the work role functions
- The impact of judgement making skills in working with young people
- Youth centred practices with focus on the young person as the primary stakeholder
- Youth cultures, social, political and economic and professional frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with diversity of young people
- Work as part of a team or as a sole worker in working with young people

In addition, the candidate must be able 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 identified work role

REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Advocate for young people as the primary client
- Apply engagement skills with young people with diverse range of presenting issues and experiences
- Apply principles of ethical decision-making to ethical dilemmas when the young person is the primary client
- Appreciate and critique difference
- Celebrate diversity and value uniqueness
- Establish and maintain a professional relationship with young people

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the organisation and individual context within which work takes place

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Diversity of young people includes:

- Aboriginal and/or Torres Strait Islander young people
- Culturally and linguistically diverse young people
- Cultures associated with differing socioeconomic backgrounds
- Diverse family experiences and family of origin
- Diverse sexualities - heterosexual, bisexual, gay and lesbian
- Gender differences - young women, young men, transgender young people
- Young migrants, refugees and asylum seekers
- Young people from diverse geographical locations, urban, suburban, rural, remote, regional, transient
- Young people from diverse youth cultures, and sub cultures
- Young people with a disability
- Young people with diminished health status

RANGE STATEMENT

Appropriate communication strategies and techniques

- Effective communication techniques including:
 - active listening (reflecting and questioning)
 - adaptation to purpose
 - body language
 - community languages
 - complexity of content
 - language levels and styles
 - normalising and summarising
 - physical and sensory contact
 - reframing and challenging
 - tone
- Use communication strategies that are appropriate to the young person, including:
 - access to hidden populations of young people via third party peers
 - consideration of abilities and any technical aids
 - cultural protocols, sensitivities and awareness
 - gestures
 - interpreters
 - language
 - location and proximity
 - relevant content
 - signed
 - visual

Youth culture and sub cultures include:

- As defined by the groups of young people with whom worker has contact and can include:
 - shared experiences within ethnicity based groups
 - shared interest and ideologies
 - shared social practices and rituals, religion and spirituality
 - other
- Value the importance youth cultures challenge and promote change to broader community

RANGE STATEMENT

- Development of the young person may include:*
- Core themes could include:
 - autonomy and agency
 - experimentation and risk taking behaviour
 - identity
 - interests, different personalities and abilities
 - personal and collective meaning
 - sexuality
 - supportive networks, friendships, family and other
 - Physical development
 - Psychological and emotional development
- Activities and resources to promote diversity include:*
- Avoid stereotypes and generalisations about young people
 - Challenging assumptions of existing world views e.g. hetero-sexism, racism
 - Enjoyment of young people and a genuine commitment to the well being and value of young people in the community
 - Establish welcoming and inclusive youth spaces, work environment and community settings
 - Inclusive attitudes and behaviours of staff and volunteers
 - Inclusive organisation policies that promote cultural competence, inclusion and anti-discrimination
 - Not under-estimating or over-estimating young people
 - Promote positive images that represent diversity in work practices e.g. printed resources, art works, posters etc
 - Where appropriate seek to understand and challenge discriminatory behaviours and attitudes of young people and other key stakeholders
 - Work creatively to celebrate diversity

RANGE STATEMENT

- Youth centred practices include:*
- Always seek to engage with young people to hear and understand their perspective in all issues related to them
 - Commitment to the young person as primary client and all other stakeholders as secondary
 - Consideration of the young person and the ir experiences as unique
 - Prioritise the young person's experiences, goals and concerns in all work practices
- Work with the young person may include:*
- Community education with young people
 - Community work with young people
 - Education support work
 - Group work with young people
 - Individual youth work
- Power inequities in the professional relationship may include:*
- Age and physical appearance
 - Authoritative positioning
 - Developmental imbalances
 - Economic disadvantage
 - Information and life skills
 - Perceived or real power differentiation
 - Vulnerability and experiences of the young person
- Principles of ethical decision-making includes:*
- Appropriate use of professional and person power
 - Commitment and skills to be able to work within the organisation ideology, culture and belief system when making ethical decisions
 - Identify the organisation culture and ideology
 - Recognise the impact of values and beliefs upon practice

Unit Sector(s)

Not Applicable