



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCYTH407E Respond to critical situations**

**Release: 1**

## CHCYTH407E Respond to critical situations

### Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH407D Respond to critical situations	CHCYTH407E Respond to critical situations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to maintain safety through effective response to potential or actual critical situations

### Application of the Unit

#### Application

This unit applies to staff working in specialist services and in residential work sites or in the community

### 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. Minimise the impact of critical incidents

### PERFORMANCE CRITERIA

- 1.1 Respond to *incidents* confidently, effectively, appropriately and in accordance with agreed processes
- 1.2 Identify the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment
- 1.3 Identify and provide information on potential responses to the appropriate team members for action and support
- 1.4 Request assistance clearly and promptly
- 1.5 Use protective strategies according to instructions and procedures

**ELEMENT****PERFORMANCE CRITERIA****2. Prevent escalation of violent behaviour**

- 2.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour minimised
- 2.2 Develop plan of care outlining ways to prevent, and respond to clients expressions of violence against self or others, communicate it to relevant personnel and implement the plan
- 2.3 Respond to crisis situations in a manner that promotes calm and reassurance
- 2.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations
- 2.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all
- 2.6 Administer first aid and other assistance as necessary

**3. Secure the safety of clients**

- 3.1 Anticipate potential causes of conflict and harmful behaviour and make respond appropriately, to prevent escalation
- 3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information
- 3.3 Provide information designed to promote positive decision-making based on the relationship between actions and consequences
- 3.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner
- 3.5 Select *response and action designed to minimise risk*, prevent escalation and to preserve the safety and security of all involved
- 3.6 In responses and emergency action, give priority to the protection of individuals from severe harm
- 3.7 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control

## 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:

- Organisation's policies, guidelines and procedures related to monitoring the safety and welfare of young people and preventing and responding to incidents risk taking behaviour
- Team roles and responsibilities and reporting requirements
- Responsibilities of child protection reporting and duty of care
- Teamwork principles and strategies
- First aid techniques
- Principles of effective communication for counselling, risk assessment, negotiation, mediation and information management
- Organisation's reporting procedures and format
- Code of conduct
- Emergency protocols

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures for responding to critical situations
- Demonstrate knowledge and relevance of statutory obligations and duty of care including child protection reporting
- Assess risks to client safety and welfare and selecting approved and effective responses
- Use effective communication skills and techniques under pressure
- Use protective and first aid techniques and equipment
- Demonstrate knowledge of organisation's delegations, accountability and reporting processes related to critical situations

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

These include the ability to:

- Demonstrate application of effective communication skills across a range of situations relevant to the work role

- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## 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
- Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills

*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 accurately simulated environment for assessment

- Method of assessment:*
- Knowledge testing and simulation exercises conducted in a training program
  - Knowledge testing through questioning on performance and contingency scenarios
  - Observation of performance in routine workplace activities
  - Documentation and products produced as part of routine work activities
  - Observation and documentation from specially conducted assignments based on routine work requirements
  - Observations from supervisors, colleagues, clients and specialist support agencies

## 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.

- Critical situations will include actions and events:*
- From others which jeopardise the safety and welfare of young people
  - Which jeopardise the safety and welfare of the public
  - Which jeopardise the safety and welfare of staff and colleagues
  - Issues of child protection
  - Criminal actions
  - From themselves (including self-harm and suicidal behaviour)

- Response and action designed to minimise risk may include:*
- Separation/isolation/searches
  - Defusing strategies
  - Counselling
  - Specialists/experts
  - Intervention or mediation
  - Special intervention
  - Cultural support specialists
  - Referrals
  - Negotiation
  - Specialist response teams

- Incidents or conflict may include:*
- Potential or actual causes
  - Young people expressing violence towards themselves or others
  - Young people experiencing violence
  - Intense anger or despair

## **Unit Sector(s)**

Not Applicable