



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH502A Work with young people to establish support networks

Release: 1

CHCYTH502A Work with young people to establish support networks

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by youth workers to empower young people to develop sustainable supports beyond intervention

Application of the Unit

Application

This unit applies to a broad context of youth work 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. Support young people to develop and use personal resources

PERFORMANCE CRITERIA

- 1.1 Listen to understand young people's stories and experiences in relation to the family, friends, and others
- 1.2 Work with young person to explore desires, possibilities and goals in relation to their support networks, particularly to assess safety, benefits or other of those relationships
- 1.3 Encourage and assist young people to develop and maintain relationships with family, friends, support networks and service agencies according to the *young person's goals* and the safety, benefits or other of those relationships
- 1.4 Assist contact between young people and *networks in the community* according to the young person's needs and interests

ELEMENT**PERFORMANCE CRITERIA**

2. Assist young people to develop the personal skills to manage their personal relationships

- 2.1 Provide support to young people in a manner which maintains the integrity of *individual rights*, self-determination and personal dignity
- 2.2 Enable young people to develop effective communication skills to build supportive relationships where possible
- 2.3 Where possible support young people to explore new ways of seeing relationships and situations with family and others
- 2.4 Assist young people to develop *decision-making, coping and resiliency skills* in ongoing negative situations

3. Establish relationships and exchange information with family members with the young person's permission

- 3.1 Manage your communication with the young person's family and friends / supporters, particularly confidentiality, in accordance with the interests of the young person and organisation practice
- 3.2 Where possible, seek the young person's permission prior to contact with other key stakeholders
- 3.3 Keep young people informed about your contact with other key stakeholders as fits '*young person*' *directed practice*
- 3.4 Clarify your role with family members
- 3.5 Maintain the young person's confidentiality
- 3.6 Provide specific and general information about your values, *practice frameworks* and work processes
- 3.7 Listen without judgement to the experiences and concerns of family members
- 3.8 Gather and provide information that is relevant, timely and assists to address concerns
- 3.9 Analyse your values for their impact on your attitudes, interactions and other work practices, and to detect and avoid personalising issues, discrimination and stereotyping

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 4. Determine a mutual approach between the young person, their family and yourself to address the needs and rights of young people | <p>4.1 Encourage active participation and effective communication between all <i>stakeholders</i></p> <p>4.2 Monitor behaviour and mood of clients, particularly young person</p> <p>4.3 Support and validate young people's experiences and emotional responses</p> <p>4.4 Identify issues and concerns for the young person and their family and possible areas of change to behaviour and relationships</p> <p>4.5 Use interaction with family members to encourage personal reflection on relationships, expectations and personal responsibility</p> <p>4.6 Identify areas of commonality and conflict in relation to hopes and goals</p> <p>4.7 Look for exceptions and possibilities</p> <p>4.8 Prioritise competing agendas of key stakeholders whereby the rights and interests of young people are the primary concern</p> <p>4.9 Set goals and plan action, allocate resources, implement plan, monitor and evaluate progress, celebrate achievements</p> |
| 5. Respond to the ongoing concerns of the young person's support network within confidentiality, duty of care and requirements negotiated with the young person | <p>5.1 Maintain clear, ethical and honest relationships with young people and their families</p> <p>5.2 Refer family problems to <i>relevant support and specialist staff and agencies</i></p> <p>5.3 Refer young people and their families to suitable specialists according to the nature and urgency of their needs</p> |

Required Skills and Knowledge**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:

- Organisation's codes of ethics
- Rights and responsibilities of young people accessing the service
- Convention on the rights of the child
- Youth worker duty of care requirements and any relevant legislation pertaining to the rights and safety of children and young people
- Confidentiality policies and procedures applicable to work practices where the young person is the primary client
- Range of specialist support services available to young people, families and other stakeholders as parties to the relationships with young people
- Mediation processes
- Relationship dynamics including the identification of risk factors relating to abuse of power and power differentials
- Principles of client self determination
- Processes for individual advocacy
- Strategies for engaging young people to explore relationships and relationship issues

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Check for any risk factors in the young person's presenting relationship issues or concerns
- Communicate effectively with young people to assist in the self determination of their own need for developing and assessing relationships and support networks
- Advocate for the rights of young people where issues of exploitation, disempowerment and violation of rights in relationships are present
- Facilitate purposeful discussions between parties to establish effective communications for relationship building

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:

- Demonstrate application of skills in:
 - assessment
 - referral
 - negotiation
 - effective use of relevant technology
 - critical thinking
 - political analysis
 - reflective practice
- Maintain non-judgemental attitude and approaches to youth work practice

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of casework in which workers are expected to participate

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 include access to:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
- 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.

Young person's goals include:

- Young person's self identified goals forming part of a purposeful plan of action

Networks in the community may include:

- Peers
- Family
- Recreational
- Cultural
- Lifestyle
- Educational
- Vocational

Individual rights may include :

- Social justice
- Fairness
- Honesty
- Respect
- Participation
- Information
- Informed decision-making
- Lifestyle choice
- Safety

Supportive relationships may include those with:

- Family
- Friends
- Service providers

RANGE STATEMENT

Decision-making, coping and resiliency skills may include:

- Accessing information
- Communication and interpersonal skills
- Accessing support networks
- Analytical skills and problem solving
- Positive and safe relationships
- Increased personal power through knowledge of individual rights and responsibilities
- Life skills
- Awareness of opportunities and lifestyle choices

'Young person' directed practice involves:

- Enabling the young person to identify and determine their individual goals and needs
- Providing services and supports as directed and indicated by the young person

Practice frameworks include:

- Rights based
- Empowerment
- Community development
- Client-centred
- Client self determined

Stakeholders may include:

- Family
- Friends
- Service providers

Relevant support and specialist staff and agencies may include:

- Family support services
- Counselling
- Mediation

Unit Sector(s)

Not Applicable