



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH506A Provide services for young people appropriate to their needs and circumstances

Release: 1

CHCYTH506A Provide services for young people appropriate to their needs and circumstances

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide guidance and role models to young people and their families to maintain positive and supportive relationships while identifying problems and establishing goals for change based on maintaining support from family and the general community

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

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

PERFORMANCE CRITERIA

1. Establish effective rapport with young people and families

- 1.1 Use interaction with young people to encourage personal reflection on relationships and personal responsibility
- 1.2 Negotiate clear boundaries between worker and young person, taking account of factors likely to impact the relationship
- 1.3 Use a range of *communication* strategies to gather information about the background and circumstances of young people and their families
- 1.4 Ensure all approaches to and communication with the young person are conducted on terms that are non threatening and acceptable to them, and are designed to encourage their own informed choice
- 1.5 Take steps to create a safe environment when communicating with the young person
- 1.6 Ensure information provided to young people and their families is factual, clear and designed to promote positive responses
- 1.7 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships
- 1.8 Maintain clear, ethical and honest relationships with young people and their families
- 1.9 Promote the young person's rights and choices in ways which respect their values and beliefs, consistent with relevant legislation and professional responsibility and accountability
- 1.10 Record and report all information relevant to intervention contact with young people and their families according to organisation's procedures and considering *confidentiality and discretion*

ELEMENT

PERFORMANCE CRITERIA

2. Identify and address immediate needs and circumstances of young people

- 2.1 Identify and respond to immediate needs of young people according to nature and degree of urgency
- 2.2 Provide young people and their families with information tailored to their capacity to absorb and designed to calm and reassure
- 2.3 Observe and note any signs of distress, anxiety, aggression and apathy
- 2.4 Observe and note signs of impairment of functioning in individuals and relationships

3. Explore and clarify issues facing the young person and the nature of support sought

- 3.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him
- 3.2 Negotiate involvement of other parties as required by young person and worker
- 3.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support
- 3.4 Where there are communication difficulties, make renewed attempts through appropriately modified approaches or responses
- 3.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy
- 3.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support
- 3.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions

ELEMENT

4. Facilitate goal setting and action planning

PERFORMANCE CRITERIA

- 4.1 Encourage and support the young person to work out their own goals and priorities and to assess their feasibility
- 4.2 Where appropriate, offer further options to the young person without imposition or pressure
- 4.3 Emphasise and negotiate clients' responsibility for determining and achieving their goals
- 4.4 Where there are judged to be risks to the young person from the choices made, explain these in a manner which is supportive whilst outlining the risk
- 4.5 Encourage clients to identify and prioritise long and short term goals based on individual responsibility and personal choice
- 4.6 Encourage and/or support the young person to develop strategies to act on goals set
- 4.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals
- 4.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required

ELEMENT

5. Provide targeted *assistance and referral*

PERFORMANCE CRITERIA

5.1 Identify and clearly communicate the type and nature of services available to clients

5.2 Discuss availability, type and nature of services and resources in a manner, and at a level and pace, appropriate to the young person and in a way which respects their right of choices

5.3 Undertake appropriate work to ensure assistance provided:

- is of a level, type and manner appropriate to the young person and the nature of the issues facing them
- is consistent with legal and statutory provisions
- meets resource and time constraints
- complies with organisation policy

5.4 Encourage young person to use this service and/or access alternative services and resources which are appropriate to their requirements, beliefs and preferences and to be as self managing as possible

5.5 Advise the young person about ways in which legal and statutory provisions might affect their situation and confirm young person's knowledge and understanding of information provided and need for additional information

5.6 Establish systems to ensure information and referral sources within organisation are up to date, comprehensive, accurate, accessible and relevant to clients

5.7 Implement procedures to ensure workers have access to additional advice, expertise and support from others as required

5.8 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate

5.9 Ensure all documentation and reporting is in accordance with organisation procedures

ELEMENT

PERFORMANCE CRITERIA

6. Act as an advocate on request
- 6.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person
 - 6.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone
 - 6.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker
 - 6.4 Describe and explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances
 - 6.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

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 policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people and their families, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- Establishing and maintaining effective relationships with young people and their families
- Principles of effective communication including client information management
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of human behaviour and development related to young people, families and relationships
- Principle/relevant cultural practices and customs of the community and the family profiles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to services for young people and their families, personal support for young people, referral, reporting, community services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care
- Work with clients from different cultural backgrounds
- Support young people and their families according to case management objectives, needs and risks and individual circumstances
- Support vulnerable young and young people with special needs and risks
- Identify personal values and their impact on performance

REQUIRED SKILLS AND KNOWLEDGE

- Acknowledge worker's power in the relationship with the young person, assert this power where necessary, and recognise dangers of its misuse

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 skills in:
 - general counselling strategies/techniques
 - goal setting, personal planning and change support
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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
- Performance can be demonstrated through assessment of evidence generated from work practice

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 accurately simulated environment for assessment
- Method of assessment:*
- Knowledge testing and simulation exercises conducted in a training program
 - Knowledge tested or inferred from explanations and performance in workplace applications
 - 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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

Communication with young people and their families will include relevant selection of evidence from:

- Formal and informal meetings
- Interviews
- Counselling
- Receiving and conveying information and advice
- Receiving grievances/complaints
- Oral and written reports
- Internal and external to the organisation
- Recording and reporting
- Responsibility for vulnerable and high risk families and families with special needs
- Contact with uncooperative, aggressive and distressed offenders
- Contact with young people in crisis

Confidentiality and discretion will include:

- Security of personal information
- Determination of other people to be informed
- Location and timing of communication
- Nature of follow up
- Nature of the information
- Agreement with young people and their families, colleagues and support agencies
- Child protection notification.

RANGE STATEMENT

Assistance and referral may include:

- Social/welfare worker
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups
- Employment/ career development

Unit Sector(s)

Not Applicable