



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH511B Work effectively with young people and their families

Release: 1

CHCYTH511B Work effectively with young people and their families

Modification History

Not Applicable

Unit Descriptor

Descriptor

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

Application of the Unit

Application

This unit may apply to community services work in a range of contexts where the young person is considered 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

PERFORMANCE CRITERIA

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

1.1 Use a range of *communication strategies* to gather necessary information about the background and circumstances of young people and their families with respect for privacy and confidentiality

1.2 Ensure information provided to young people and their families is conveyed with regard to each party's right to confidentiality in a factual, clear and ethical manner to promote positive responses

1.3 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships

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

1.5 Use interaction with family members to encourage their personal reflection on relationships, expectations and personal responsibility

1.6 Identify obstacles to professional relationships with families/carers, check personal values and issues with others and record concerns according to the code of conduct and ethics

ELEMENT**PERFORMANCE CRITERIA**

2. Exchange information with family/carers about young person's needs and/or risks within the requirements of privacy and confidentiality
 - 2.1 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques
 - 2.2 Monitor and anticipate behaviour and mood of clients for signals and respond appropriately
 - 2.3 Provide clients with clear, relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy of individual client
 - 2.4 Analyse your values for their impact on your attitudes and interactions and to detect and avoid personalising issues, discrimination and stereotyping

3. Determine in consultation with the young person a mutual approach to addressing their needs
 - 3.1 Check current commitments in time and resources for flexibility and capacity to meet client young person's needs and expectations
 - 3.2 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes
 - 3.3 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person
 - 3.4 Plan a structured sequence of activities and timetable to achieve client objective within available resources
 - 3.5 Consult team members for feedback on the planned program and indications of support
 - 3.6 Identify resources needed for continuing work with clients and allocate according to priorities and availability

ELEMENT**PERFORMANCE CRITERIA****4. Respond to families' *concerns* about young person**

- 4.1 Use a range of communication strategies to develop trust and mutual agreements with family members about terms and conditions of addressing their concerns including limitations on confidentiality and power differentials between individuals
- 4.2 Identify and prioritise short and long term implications of family concerns
- 4.3 Validate family concerns using a range of checking sources including consultation with the young person as primary client
- 4.4 Provide information to family members on a need to know basis with respect for young person's privacy in a language and style they will understand
- 4.5 Negotiate conditions and confirm agreement with families to encourage commitment, cooperation and mutual action
- 4.6 Check information about family members for indicators of concerns, patterns of behaviour, strengths and barriers and consider this information in the approach taken
- 4.7 Encourage family members 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 strengths and energy of clients to maintain positive direction, cooperation, achievements, respect

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:

- Principles of communication for specified outcomes, including:
 - empathetic listening
 - meaning and impact of body language
 - effect of tone of voice
 - use of reframing concepts
 - eye contact
 - interpreting hidden and complex messages
 - use of paraphrasing
 - giving feedback
 - effects of open questions
 - use of reflection, review and debriefing
 - impact and meaning of your own body language
 - use of role play and scenarios in group work
 - one-way and two-way communication
 - facilitation of interaction and participation
- Principles of group dynamics and interaction including:
 - effect of process
 - differentials in power
 - empathy/ identification
 - engineering engagement
 - trust building
 - challenging
- Principles of interviewing and counselling
- Principles contained within relevant declarations and convention on rights of the children

REQUIRED SKILLS AND KNOWLEDGE

and young people

- Principles of empowerment and rights based practice
- Principles of ethics and codes of conduct where the young person is the primary client
- Privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Understanding of your own values and attitudes and their impact on your work and relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess client background and behaviour for potential for family intervention and youth support
- Design supportive and respectful processes for young person's individual expression of needs to families and others
- Encourage the expression of issues, concerns, problems and developments and the positive benefits of change
- Plan family intervention based support strategically to achieve service outcomes and priorities for young people in consultation with young person as the primary client
- Use a range of strategies to empower young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes
- Use a wide range of complex communication strategies with young people and families to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
- Use client information for assessment to advocate for the needs of the young person

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:
 - counselling and professional debriefing techniques
 - conflict resolution/management
 - effective communication skills including mediation and negotiation
 - people management including provision of feedback
 - engaging young person as the primary client in the context of communication and negotiations with the family as the secondary client
 - advocate for the rights of young people in potential and actual situations of power

REQUIRED SKILLS AND KNOWLEDGE

imbalances during a negotiation process

- Recognise, act upon and promote opportunities to enhance sustainability in the work context

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

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

EVIDENCE GUIDE

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 about observed performance or inferred from performance
- 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 and/or from supervisors, colleagues and clients

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.

RANGE STATEMENT

The context of performance will depend on the applicants' roles and responsibility, the organisation's intervention programs and case management system and the conditions required by:

- Case management
- Child protection and reporting
- High risk behaviour
- Justice conditions
- Monitoring behaviour and plans
- Need and risk assessment
- Programmed intervention
- Protective care
- Reporting and referring to specialists
- Review of case plan and conditions
- Routine and specific reports
- Service conditions and priorities
- Specialist referrals
- Young person as the primary client
- Youth work support role and context

Work with families may be in a range of settings including:

- Families/carers as secondary clients
- In formal and informal settings
- With families in institutional or community based services
- With families of the same cultural background and families of different cultural background

Communication strategies include:

- Applying all the communication techniques listed in the Essential knowledge
- Information prepared and provided by others
- Information prepared by the client
- Written and spoken information

RANGE STATEMENT

Concerns about the young person may include the following applicable to the young person and/or their family/carers

- Abuse
- Addiction
- Anger
- Domestic and family violence
- Drug use
- Emotional and social development
- Mental health
- Risk behaviour
- Sexual abuse
- Sexual offences
- Violence

Unit Sector(s)

Not Applicable