



Australian Government

CHCPRT015 Respond to needs of youth justice clients

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to respond to the range of complex needs of youth justice clients.

This unit applies to work in both a community and custodial youth justice service environment.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

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1. Assist the young person to identify and assess issues that affect their health and wellbeing

- 1.1 Communicate with the young person in an open and conducive manner to exchange views about their particular health and wellbeing issues
- 1.2 Consult with the young person about factors that impact on their health and wellbeing
- 1.3 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues

2. Assist the young person to select options for addressing health and wellbeing issues

- 2.1 Support the young person to reflect upon their own concerns for their health and wellbeing and encourage them to realise their potential for change
- 2.2 Provide information to assist the young person to explore and select options that can be implemented to address health and wellbeing issues
- 2.3 Discuss with the young person the implications of choices and clarify their understanding of impact and risks

3. Support the young person to act upon their choice of support/intervention

- 3.1 Assist the young person to be clear about the choices they have made and the reasons for seeking the support/interventions
- 3.2 Explore with the young person the choice of methods available to assist them to act upon the support/intervention
- 3.3 Facilitate the young person's access to their identified choice of support or intervention
- 3.4 Maintain contact to a level required to support the young person to action changes to improve health and wellbeing
- 3.5 Encourage young people to access further supports if required

4. Evaluate with the young person the effectiveness of interventions/supports

- 4.1 Provide regular opportunities for the young person to review their own progress
- 4.2 Review the young person's original health and wellbeing concerns and the effectiveness of choice of actions in an appropriate manner

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4.3 Seek opinions and inputs from others involved in the interventions to suggest ways the intervention/support process may be improved

4.4 Encourage the young person to identify and discuss their own perceptions of changes to their health and wellbeing as a result of taking action

4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>