



Australian Government

CHCPRT039 Work effectively within youth justice

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to support the health and wellbeing needs of children and young people interacting with the youth justice system.

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 or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Child Protection

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Assist children and young people to identify and assess issues that affect their health and wellbeing.

2. Assist children and

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Communicate with children and young people in an open and conducive manner and exchange views about their particular health and wellbeing issues.

1.2. Consult with children and young people about factors that impact on their health and wellbeing.

1.3. Identify specific concerns relating to alcohol and other drug use and mental health issues.

2.1. Support children and young people to reflect upon their own

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| <p>young people to select options for addressing health and wellbeing issues.</p> | <p>concerns for their health and wellbeing and encourage them to realise their potential for change.</p> |
| <p>3. Support children and young people to act upon their choice of support and intervention.</p> | <p>2.2. Provide information to assist children and young people to explore and select options that can be implemented to address domestic violence, health and wellbeing issues.</p> <p>2.3. Discuss with children and young people the implications of choices and clarify their understanding of impact and risks.</p> <p>3.1. Assist children and young people to be clear about the choices they have made and the reasons for seeking support and intervention.</p> <p>3.2. Explore with children and young people the choice of methods available to assist them to act upon the support and intervention.</p> <p>3.3. Facilitate children and young people's access to their identified choice of support and intervention.</p> <p>3.4. Maintain contact to a level required to support children and young people to action changes to improve health and wellbeing.</p> <p>3.5. Encourage children and young people to access further supports as required to meet their needs.</p> |
| <p>4. Evaluate with children and young people the effectiveness of interventions and supports.</p> | <p>4.1. Provide regular opportunities for children and young people to review their own progress.</p> <p>4.2. Review children and young people's original health and wellbeing concerns and the effectiveness of choice of actions.</p> <p>4.3. Seek opinions and inputs from others involved in the interventions to suggest ways the intervention and support process may be improved.</p> <p>4.4. Encourage children and young people to identify and discuss their own perceptions of changes to their health and wellbeing as a result of taking action.</p> <p>4.5. Record outcomes of interventions and supports according to organisational guidelines and confidentiality requirements.</p> |

Foundation Skills

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

Unit Mapping Information

Supersedes and is equivalent to CHCPRT015 Respond to needs of youth justice clients.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCPRT039 Work effectively within youth justice

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate effectively with at least three children or young people interacting with the youth justice system, including:
 - encouraging children and young people to discuss issues openly and honestly
 - supporting children and young people through verbal and non-verbal methods
 - employing strategies to encourage children and young people to recognise their capacity to make changes
 - acknowledging and respecting the children and young people's rights
 - helping the children and young people to maintain their commitment to change
 - referring children and young people to specialist services when necessary to meet their needs
- undertake at least one risk assessment of choices made by a child or young person
- record outcomes of interventions and supports accurately and completely on at least two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- children and young people mental health and social and emotional wellbeing concerns
- motivational interviewing techniques
- issues and contemporary illegal and legal drug use, treatment and response
- legislation, policy and procedures related to working in the youth justice context where children and young people present with complex and multiple issues relating to health and wellbeing
- support and intervention types available for children and young people experiencing health and behavioural concerns in the youth justice environment:
 - misuse of alcohol and other drugs, including addiction
 - mental health issues including depression and suicide
 - disabilities
 - behavioural difficulties

- local internal and external organisations and specialist support services available to children and young people
- importance of peer support in achieving change
- impact of culture, beliefs and preferences on individual's willingness to discuss areas of concern
- theories of how family of origin, intergenerational and environmental health impacts contribute to health and wellbeing of children and young people in the youth justice system
- impact of domestic and family violence
- relationship between lifestyle choices, nature of children and young people risk taking and offending behaviour
- early warning signs of children and young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance use related or otherwise.

Assessment Conditions

Skills must be demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- opportunities for engagement with children, young people and their families.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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