



Australian Government

CHCYTH001 Engage respectfully with young people

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 communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.

This unit applies to work undertaken in work roles where the young person is the primary client.

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

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

1. Communicate effectively with young people

1.1 Listen to the young person to gain understanding of their experiences

1.2 Foster communication exchanges that support the development of trust and rapport

1.3 Process information about the young person's

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situation from their perspective

1.4 Use a range of appropriate communication strategies to engage with young people

1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices

1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder

2. Reflect understanding of youth cultures and subcultures and young person's own development

2.1 Consider youth culture and subcultures of the young person in all actions and decisions

2.2 Consider the young person's individual development in all actions and decisions

2.3 Evaluate issues in relation to young person's culture and modify approaches appropriately

2.4 Select activities and resources to promote awareness, respect the young person and value diversity

2.5 Establish guidelines that are relevant to the culture and background of the young person

2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work

3. Work with the young person as the focus

3.1 Apply youth-centred practices when working with young people

3.2 Respect the rights, needs and responsibilities of the young person

3.3 Explain worker rights and responsibilities to the young person as necessary

3.4 Establish a professional relationship and boundary expectations with the client

3.5 Identify and manage power inequities in the professional relationship

3.6 Apply principles of ethical decision-making in working with young people

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Elements define the essential outcomes.

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

4. Reflect on own practice and values

4.1 Identify opportunities to reflect on own interactions and practices with young people

4.2 Recognise areas where own biases, background and opinions may have impacted on work with the young person

4.3 Seek opportunities to address any concerns or areas for development

Foundation Skills

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

- Oral communication – in order to engage and establish collaborative, professional relationships with young people.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Context for youth work must include one or more of the following:

- centre-based work
- drop-in centres, recreational facilities
- housing and residential services
- outreach and home visits, street, parks
- schools

- online youth work, web-based, emails, discussion rooms
- telephone contact

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>

Assessment Requirements for CHCYTH001 Engage respectfully with young people

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied youth-centred practices when working with young people, including:
 - using interpersonal skills to engage with at least three young people
 - applying engagement skills with young people with diverse range of presenting issues and experiences
 - applying principles of ethical decision-making to ethical dilemmas when the young person is the primary client
 - establishing and maintaining a professional relationship with at least one group of young people.

Knowledge Evidence

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:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society, culture and the young person
- diversity in all forms – across cultural, sexuality, ability, socioeconomic and geographic spheres, and the experiences of migrants, refugees and asylum seekers
- own cultural values, cultural lens and ethnocentrism
- own work role within the context of the youth sector
- access and equity principles
- principles of ethical decision-making
- statutory frameworks in which the work role functions
- the impact of judgement-making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, social, political and economic and professional frameworks.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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