



Australian Government

CHCYTH004 Respond to critical situations

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 maintain safety through effective response to potential or actual critical situations.

This unit applies to staff working in specialist services and in residential work sites or in the community.

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. Implement risk-minimisation strategies

1.1 Establish framework for dealing with potential crisis situations

1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of young people and others

ELEMENT**PERFORMANCE CRITERIA**

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

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| 1.3 | Identify, assess and implement a variety of possible strategies to minimise risk in accordance with organisational procedures |
| 1.4 | Recognise the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment |
| 1.5 | Seek and provide information on potential responses to the appropriate team members for action and support |
| 1.6 | Request assistance clearly and promptly |
| | |
| 2. Maintain a safe environment for young people | |
| 2.1 | Identify and routinely implement organisation's policies, procedures and practices designed to maximise physical and emotional safety of young person |
| 2.2 | Maintain healthy and safe environment to minimise potential for harm |
| 2.3 | Ensure all legislative and ethical requirements are met by self and those who supervise |
| | |
| 3. Prevent escalation of violent behaviour | |
| 3.1 | Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour is minimised |
| 3.2 | Develop plan of care outlining ways to prevent, and respond to clients' expressions of violence against self or others, communicate it to relevant personnel and implement the plan |
| 3.3 | Anticipate potential causes of conflict and harmful behaviour and respond in a manner that promotes calm and reassurance, to prevent escalation |
| 3.4 | Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations |
| 3.5 | Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all |
| 3.6 | Provide assistance as necessary and appropriate to the situation |
| 3.7 | Complete relevant documentation, as required |

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

4. Secure the safety of clients

4.1 Use calm, confident and assertive communication to establish positive personal interaction and exchange information

4.2 Provide information designed to promote positive decision-making based on the relationship between actions and consequences

4.3 Present information to all relevant individuals in a clear, accurate and comprehensive manner

4.4 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved

4.5 In responses and emergency action, give priority to the protection of individuals from severe harm

4.6 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control

4.7 Complete all necessary documentation in an accurate and timely manner

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 provide calm, confident and assertive communication during high stress or crisis situations.

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

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>