



Australian Government

CHCYTH006 Work with young people to establish support networks

Release: 3

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting and numbering to improve readability
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 by youth workers to empower young people to develop sustainable supports beyond intervention.

This unit applies to a broad context of youth work 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. Support young people to develop and use

1.1 Listen to young people's stories and experiences in relation to family, friends and others

ELEMENT**PERFORMANCE CRITERIA**

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personal resources

1.2 Work with young people to explore desires, possibilities and goals in relation to their support networks, particularly to assess safety, benefits or other, of those relationships

1.3 Encourage and assist young people to develop and maintain relationships with family, friends, support networks and service agencies according to each young person's goals and the safety, benefits, or other, of those relationships

1.4 Enable contact between young people and networks in the community according to young people's needs and interests

2. Assist young people to develop the personal skills to manage their personal relationships

2.1 Provide support to young people in a manner which maintains the integrity of individual rights, self-determination and personal dignity

2.2. Enable young people to develop effective communication skills to build supportive relationships where possible

2.3 Support young people to explore new ways of seeing relationships and situations with family and others where possible

2.4 Assist young people to develop decision-making, coping and resiliency skills in ongoing situations

3. Establish relationships and exchange information with family members, with the young person's permission

3.1 Communicate with the young person's family, friends and/or support people, in accordance with the interests of the young person and organisation practice

3.2 Where possible, seek the young person's permission prior to contact with other key stakeholders

3.3 Keep young people informed about contact with others

3.4 Clarify own role with family members by providing specific and general information about your values, practice frameworks and work processes

3.5 Maintain the young person's confidentiality

3.6 Listen without judgement to the experiences and concerns of family, friends and/or support people

3.7 Gather and provide information that is relevant, timely and assists to address concerns

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

3.8 Analyse own values and their impact on attitudes, interactions and other work practices, as well as to detect and avoid personalising issues, discrimination and stereotyping

4. Determine a mutual approach between the young person, their family and yourself to address the needs and rights of young people

4.1 Encourage active participation and effective communication between all stakeholders

4.2 Monitor behaviour and mood of clients, particularly young person

4.3 Support and validate the young person's experiences and emotional responses

4.4 Identify issues and concerns for the young person and their family and possible areas of change to behaviour and relationships

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

5. Develop and implement action plan to support young person

5.1 Prioritise competing agendas of key stakeholders whereby the rights and interests of the young person is the primary concern

5.2 Set goals in line with young person's and family's values, opinions and expectations

5.3 Develop plan that outlines actions to be taken and allocates resources

5.4 Implement, monitor and evaluate progress made by young person and family

5.5 Refer family problems to relevant support and specialist staff and agencies, where necessary

5.6 Refer young people and their families to suitable specialists according to the nature and urgency of their needs, where necessary

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 interact and facilitate collaborative discussions with young people and their families.

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>

Assessment Requirements for CHCYTH006 Work with young people to establish support networks

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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:

- supported at least one young person to develop and use personal resources, including:
 - listening to young person's stories and experiences
 - working with young person to explore desires, possibilities and goals
 - encouraging young person to develop and maintain relationships with family, friends, support networks and service agencies
 - assisting young person to develop decision-making, coping and resilience skills
- facilitated purposeful discussions between parties to establish effective communications for relationship-building
- set goals and developed plan to meet the needs of at least one young person and their family, including:
 - allocating resources to achieve outcomes

- implementing and monitoring execution of plan
- evaluating progress of young person and family
- making appropriate referrals for family and young person.

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:

- rights and responsibilities of young people accessing the service
- youth worker duty of care requirements and any relevant legislation pertaining to the rights and safety of children and young people
- confidentiality policies and procedures
- range of specialist support services available to young people, families and other stakeholders as parties to the relationships with young people
- mediation processes
- relationship dynamics, including the identification of risk factors relating to abuse of power and power differentials
- principles of client self-determination
- strategies for engaging young people to explore relationships and relationship issues
- organisation's codes of ethics, standards, policies and procedures.

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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