



Australian Government

CHCYTH011 Work effectively with young people and their families

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 cooperate in mutual agreement on the activities, outcomes and processes of young people's family members/nominated carers, for the purpose of achieving goals identified in consultation with the young person to address their concerns and/or risks.

This unit applies to community services work in a range of contexts where the young person is considered 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. Establish relationship with the young person's nominated carer/family

1.1 Gather necessary information about the background and circumstances of young person and their family/carers with

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

members

respect for privacy and confidentiality

1.2 Provide information to young person and their family/carers in a factual, clear and ethical manner to promote positive responses

1.3 Identify issues and changes needed to behaviour and relationships of young people and their families/carers

1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their family/carers as secondary clients

1.5 Encourage family members to reflect on their relationships, expectations and personal responsibilities

1.6 Identify obstacles to professional relationships with families/carers

1.7 Record concerns according to the code of conduct and ethics

2. Exchange information with family/carers about young person's needs and/or risks

2.1 Use effective communication and model positive behaviour techniques to encourage active participation and appropriate responses

2.2 Monitor and anticipate behaviour and mood of clients and respond appropriately

2.3 Provide clients with clear and relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy

2.4 Analyse own values for impact on attitudes and interactions and to detect and avoid personalising issues, discrimination or stereotyping

3. Determine a mutual approach to addressing the young person's needs

3.1 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes

3.2 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person

3.3 Plan a structured sequence of activities and timetable to

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achieve client objective within available resources

3.4 Consult team members for feedback on the planned program

3.5 Identify resources needed for continuing work with clients and allocate according to priorities and availability

4. Respond to families'/nominated carers concerns about young person

4.1 Develop trust and address family members'/carers' concerns, including limitations on confidentiality and power differentials between individuals

4.2 Identify and prioritise short- and long-term implications of family/ carer concerns

4.3 Validate family/ carer concerns using a range of checking sources including consultation with the young person as primary client

4.4 Provide information to family members/ carers on a need-to-know basis with respect for young person's privacy

4.5 Negotiate conditions and confirm agreement with families/ carers to encourage commitment, cooperation and mutual action

4.6 Identify indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and consider this information in the approach taken

4.7 Encourage family members/ carers to take responsibility for agreement on objectives, targets and outcomes

4.8 Ensure location of client meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients

4.9 Guide clients to maintain positive direction, cooperation, achievements and respect

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 in 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 CHCYTH011 Work effectively with young people and their families

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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:

- used a range of strategies to empower at least two young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes, including:
 - facilitating the young person's individual expression of needs to families/carers and others
 - using varied communication strategies with young people and families/carers to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
 - advocating for the needs of young people
- assessed at least two clients' background and behaviour to determine family intervention and youth support processes
- planned family intervention-based support strategically to achieve service outcomes and priorities for at least one 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:

- principles of communication for specified outcomes, including:
 - empathetic listening
 - meaning and impact of body language
 - eye contact
 - interpreting hidden and complex messages
 - feedback
 - use of reflection, review and debriefing
 - facilitation of interaction and participation
- principles of group dynamics and interaction including:
 - differentials in power
 - empathy/identification
 - trust-building
 - challenging
- rights of children and young people
- ethics and codes of conduct where the young person is the primary client
- privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- understanding of own values and attitudes and their impact on work and relationships.

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.

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