



**Australian Government**

# **CHCYTH016 Respond to critical situations**

**Release: 1**

# CHCYTH016 Respond to critical situations

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to maintain safety through effective response to potential and actual critical situations.

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

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

Youth Services

## Unit Sector

Community Services

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

1. Implement risk minimisation strategies.

### PERFORMANCE CRITERIA

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

- 1.1. Identify and establish workplace framework for avoiding and dealing with potential crisis situations.
- 1.2. Undertake timely risk assessment of potential crisis, with consideration for the safety of young people and others.
- 1.3. Identify, assess and implement strategies to minimise risk in accordance with organisational policies and procedures.
- 1.4. Recognise possible causes of incidents, including self and colleagues, and assess causes with respect to the safety and welfare of young people.

- 1.5. Provide opportunities for young people to explore new experiences that provide positive outcomes.
  - 1.6. Seek and provide information on potential responses to team members for action and support.
  - 1.7. Request assistance clearly and promptly.
2. Maintain a safe environment for young people.
  - 2.1. Identify and routinely implement organisational policies, procedures and practices designed to maximise physical, social and emotional safety of young persons.
  - 2.2. Maintain a healthy and safe environment to enhance opportunities for healthy behaviour while minimising and diverting potential for harm.
  - 2.3. Evaluate relevance of self, colleagues and work context for young person as they change and progress.
  - 2.4. Support young person's agency and right to self-determination.
  - 2.5. Seek opportunities to engage the young person with Playfulness, Acceptance, Curiosity and Empathy (PACE).
  - 2.6. Ensure legislative and ethical requirements are met when carrying out work with young people.
3. Prevent escalation of violent behaviour.
  - 3.1. Routinely monitor young person's behaviour pattern to ensure aggressive and abusive behaviour is minimised.
  - 3.2. Seek opportunities for the young person to engage in positive activities and relationships that enhance the present environment and offer transition to a positive alternative environment.
  - 3.3. Develop an action plan of care that outlines enhancement of positive and healthy behaviours and prevents or responds to young person's expressions of violence against self or others.
  - 3.4. Communicate and implement care plan with relevant personnel.
  - 3.5. Anticipate potential causes of conflict and harmful behaviour and create opportunities for calm and reassurance, or activities that avoid escalation.
  - 3.6. Prepare the environment before escalation, by diverting the young person to a safer environment or removing potential harmful objects and people from their current environment.
  - 3.7. Use procedures to protect young people from endangering themselves and others consistent with legal, ethical and organisational policies and procedures, and safety considerations.
  - 3.8. Make judgements relating to physical restraint based on balance of risk and safety of all.
  - 3.9. Provide assistance and diversion as necessary for the

- situation.
- 3.10. Complete relevant documentation according to organisational policies and procedures.
4. Coordinate the prevention of harm.
- 4.1. Use calm, confident and assertive communication to establish positive personal interaction and exchange of information.
- 4.2. Provide information to promote positive decision making based on the relationship between actions and consequences.
- 4.3. Present clear, accurate and comprehensive information to all relevant individuals.
- 4.4. Select response and action designed to minimise risk, prevent escalation and preserve the safety and security of all involved.
- 4.5. Prioritise the protection of individuals from severe harm in responses and emergency action.
- 4.6. Ensure use of force for maintenance of safety complies with organisational policies and procedures.
- 4.7. Debrief and support workers according to organisational policies and procedures.
- 4.8. Complete documentation in an accurate and timely manner.

## Foundation Skills

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

### DESCRIPTION

#### SKILLS

- Oral communication skills • provide calm, confident and assertive communication during high stress and crisis situations.

## Unit Mapping Information

Supersedes and is not equivalent to CHCYTH004 Respond to critical situations.

## 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 CHCYTH016 Respond to critical situations

## 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:

- establish a framework for dealing with one potential crisis situation which includes:
  - identifying and assessing risks to persons safety and welfare
  - recognising and anticipating possible causes of conflicts
  - identifying and implementing risk-minimisation strategies
  - providing information on possible responses to team members
  - stating when to request assistance of others
  - detailing types of assistance to various situations
  - identifying equipment available to support response to potential crisis situations
- on at least one occasion:
  - maintain a safe and healthy environment to minimise the risk of crisis situations
  - role model positive behaviour when engaging with young people
  - identify colleagues, self or young person's peers as potential triggers for change in young person's mood
  - provide invitation for young person to engage in healthy activities and relationships
  - document actions taken according to organisational policies and procedures.

## Knowledge Evidence

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

- team roles and responsibilities and reporting requirements
- responsibilities of child protection reporting and duty of care
- how the physical, social and organisational environment can provide invitations for healthy activity and behaviour
- how critical incidents and risks arise both generally and in particular situations
- common trauma-based responses and mental health issues in young people
- use of self as tool for modelling positive behaviours and engaging in positive relationships
- risk assessment and risk minimisation strategies
- principles of effective communication for:
  - counselling

- conflicts
- team assistance
- negotiation
- mediation
- information management
- organisational code of conduct
- organisational policies, guidelines, frameworks, procedures and emergency protocols for crisis intervention.

## Assessment Conditions

Skills must be demonstrated in the workplace, or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

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

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

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