



Australian Government

CHCYTH017 Develop and implement procedures to enable young people to address their needs

Release: 1

CHCYTH017 Develop and implement procedures to enable young people to address their needs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to monitor and upgrade organisational approaches to support young people with complex needs.

This unit applies to community services work in a range of contexts.

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. Identify support programs for young people.

PERFORMANCE CRITERIA

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

- 1.1. Assess specific needs of the young person and match to existing and available programs.
- 1.2. Employ communication and engagement techniques to address young person's specific needs.
- 1.3. Consult with community organisations to identify available support programs that meet the specific needs of young people.
- 1.4. Source and interpret program information to determine the

- content, purpose and access protocols of existing programs.
 - 1.5. Provide relevant information to the young person.
- 2. Ensure that young people receive trauma informed services.
 - 2.1. Identify indicators of trauma and identify and offer services that respond to the impacts of trauma according to the young person's needs.
 - 2.2. Prepare young person to minimise effects of aggressive and abusive behaviour when engaging with services.
 - 2.3. Employ approaches and language to enable a young person to express their ideas in ways that meet their needs.
 - 2.4. Offer to advocate for the young person when they are unable to engage with the service.
- 3. Liaise with other services and organisations.
 - 3.1. Design and implement referral systems and procedures to ensure specific needs of young people can be addressed.
 - 3.2. Identify and access support facilities required to optimise the young person's access to specialist services.
 - 3.3. Ensure individual support and advocacy services provided reflect organisational policies and procedures and respect the young person's rights and cultural needs.
 - 3.4. Consult with relevant professionals and service providers to ensure broad and comprehensive service delivery for young people.
- 4. Monitor and upgrade support provided by the organisation.
 - 4.1. Regularly review information and services provided to young people to assess continuing relevance and effectiveness.
 - 4.2. Hold debriefing meetings with workers for the purposes of counselling, identifying training needs and evaluating service delivery for young people.
 - 4.3. Identify problems experienced by staff and assess and adjust delivery.
 - 4.4. Provide support and supervision to other workers as required in accordance with organisational policy and procedures.
 - 4.5. Arrange regular debriefings with associated organisations and service providers.
 - 4.6. Produce and provide reports in accordance with organisational policy and procedures.

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.

SKILLS

DESCRIPTION

- | | |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none">• analyse and review service policies and procedures in line with legislative and regulatory requirements relevant to the service. |
| Writing skills to: | <ul style="list-style-type: none">• produce reports according to organisational policies and procedures. |

Unit Mapping Information

Supersedes and is equivalent to CHCYTH005 Develop and implement procedures to enable young people to address their needs.

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 CHCYTH017 Develop and implement procedures to enable young people to address their needs

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:

- assess specific needs of at least one young person and identify existing programs or services that address these needs, and consult relevant personnel and organisations to identify further or alternative support programs that could assist
- implement trauma informed practice and principles to keep young people safe on at least one occasion, including:
 - addressing signs of abuse
 - establishing protocols of behaviours
 - monitoring at-risk behaviour patterns
 - establishing quick response actions to counter aggressive behaviour
- liaise with at least one external service provider to identify:
 - support and services offered
 - referral process to access services
- review the relevance and effectiveness of information and service provision to one young person
- review the relevance and effectiveness of assessment, support and referral systems on at least one occasion, including:
 - holding regular debriefings with associated organisations and service providers
 - debriefing and supporting other youth workers, including identifying training needs
 - producing reports and recording relevant information about young persons and programs according to organisational procedures and policies, ensuring accurate and complete information is included.

Knowledge Evidence

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

- legal requirements and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies

- different forms of Adverse Childhood Experiences (ACEs) and their indicators and reactions that persist over time
- the difference between potentially traumatic events and trauma as the harm to the young person including the likelihood and presentation of dissociative responses during adolescence
- types and indicators of trauma:
 - physical
 - emotional
 - psychological
 - sexual
 - structural
 - systemic
 - abuse and neglect
 - childhood adversity
- specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and United Nations Convention on the Rights of the Child
- organisational policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

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.

Links

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