



Australian Government

Assessment Requirements for CHCYTH018 Work with young people to establish support networks

Release: 1

Assessment Requirements for CHCYTH018 Work with young people to establish support networks

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:

- support 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 support networks, friends, support networks and service agencies
 - assisting young person to develop decision making, coping and resilience skills
- on at least two occasions facilitate purposeful discussions between parties to establish effective communications for relationship-building
- set goals and develop, implement and evaluate a plan to meet the needs of at least one young person and their support networks, including:
 - allocating resources to achieve outcomes
 - implementing and monitoring execution of plan
 - evaluating progress of young person and support networks
 - making referrals for support networks and young person.

Knowledge Evidence

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

- rights and responsibilities of young people accessing the service
- youth worker duty of care requirements and legislation pertaining to the rights and safety of children and young people
- confidentiality policies and procedures
- 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
- impact of change in support networks on beliefs and assumptions
- basic psychoeducation relating to complex trauma including:
 - adverse childhood experiences

- developmental responses to stress
- dissociative responses
- challenging behaviours as a solution to the problem of distressing interactions and experiences
- how changes in environment cause changes in young people's behaviour
- resistance to change as normal and an indication that change is possible but too fast or too big at present
- principles of person's self-determination
- strategies for engaging young people to explore relationships and relationship issues
- organisational code of ethics, standards, policies and procedures
- support networks:
 - family members
 - carers
 - educators
 - agency staff
 - case manager.

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 and their support networks.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>