



Australian Government

CHCYTH018 Work with young people to establish support networks

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, 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 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. Support young people to develop and use personal resources.

PERFORMANCE CRITERIA

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

- 1.1. Listen to young people's stories and experiences in relation to their support networks, friends and others.
- 1.2. Work with young people to explore desires, strengths, possibilities and goals in relation to their support networks and assess the safety, benefits or other of those relationships.
- 1.3. Encourage and assist young people to develop and maintain relationships with their support networks, 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 relationships.
 - 2.1. Provide support to young people in a manner which maintains the integrity of individual rights, self-determination and personal dignity and recognises the impact of negative perceptions of young people.
 - 2.2. Enable young people to develop effective communication skills to build supportive relationships.
 - 2.3. Support young people to explore new ways of seeing relationships and situations with their support networks 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 support network, with the young person's permission.
 - 3.1. Communicate with the young person's support networks, friends and support people, in accordance with the interests of the young person and organisational policies and procedures.
 - 3.2. Seek the young person's permission prior to contact with key stakeholders.
 - 3.3. Keep young people informed about contact with others.
 - 3.4. Clarify own role with support networks members by providing specific and general information about own 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 support networks, friends and support people.
 - 3.7. Gather and provide information that is relevant, timely and assists to address concerns.
 - 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. Work collaboratively 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 young people.
 - 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 support networks and possible areas of change to behaviour and relationships.
 - 4.5. Use interaction with support network members to encourage personal reflection on relationships, expectations and

- personal responsibility.
- 4.6. Provide respectful information about interactions within the support network and how young people respond.
5. Develop and implement action plan to support young person.
- 5.1. Prioritise competing agendas of key stakeholders prioritising the rights and interests of the young.
- 5.2. Set goals in line with young person's and support networks values, opinions and expectations.
- 5.3. Develop plans that outline actions to be taken and allocates resources.
- 5.4. Implement, monitor and evaluate progress made by young person and their support networks.
- 5.5. Refer support network problems to specialist staff and agencies according to their needs.
- 5.6. Refer young people and their families to specialists according to the nature and urgency of their needs.

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

- Oral communication skills to:
- interact and facilitate collaborative discussions with young people and their families.

Unit Mapping Information

Supersedes and is equivalent to CHCYTH006 Work with young people to establish support networks.

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 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

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