



Australian Government

CHCYTH023 Work effectively with young people and their nominated carer or families

Release: 1

CHCYTH023 Work effectively with young people and their nominated carer or families

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to cooperate in mutual agreement on the activities, outcomes and processes of young people's nominated carer or family, for the purpose of achieving goals identified in consultation with the young person and address their concerns and risks.

This unit applies to community services work in a range of contexts where the young person is considered the primary stakeholder.

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. With young person's consent, establish relationship with nominated carer or family members.

PERFORMANCE CRITERIA

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

- 1.1. Obtain consent of young person to interact with their nominated carer or family.
- 1.2. Gather necessary information about the background and circumstances of young person and their nominated carer or family with respect for privacy and confidentiality.
- 1.3. Provide information to young person and their nominated

- carer or family in a factual, clear and ethical manner to promote positive responses.
- 1.4. Identify issues and changes needed to behaviour and relationships of young people and their nominated carer or family.
 - 1.5. Maintain clear, ethical and honest relationships with young person, their nominated carer or family.
 - 1.6. Encourage nominated carer or family members to reflect on their relationships with the young person, expectations and personal responsibilities.
 - 1.7. Identify obstacles and opportunities for professional relationships with nominated carer or family.
 - 1.8. Record concerns according to the code of conduct and ethics.
2. Establish relationship with young person regarding their ongoing needs.
 - 2.1. Use effective communication and model positive behaviour techniques to encourage active participation and responses.
 - 2.2. Monitor, anticipate and respond to behaviour and mood of young person.
 - 2.3. Provide young people 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 and stereotyping.
 3. Determine a mutual approach to addressing the young person's needs.
 - 3.1. Negotiate with the young person their goals and indicators of achievement and include other persons as nominated by the young person.
 - 3.2. Plan a structured sequence of activities and timetable to achieve the young people objectives within available resources.
 - 3.3. Consult team members for feedback on the planned program.
 - 3.4. Identify resources needed for continuing work with young people and allocate according to priorities and availability.
 4. Respond to nominated carer or family's concerns about young person.
 - 4.1. Develop trust and address concerns of nominated carer or family members, including limitations on confidentiality and power differentials between individuals.
 - 4.2. Identify and prioritise short- and long-term implications of nominated carer or family concerns, including unreasonable hopes and diversions and avoidance.
 - 4.3. Validate nominated carer or family concerns using checking sources including consultation with the young person as primary stakeholder.
 - 4.4. Provide information to nominated carer or family members

- on a need-to-know basis to respect young person's privacy.
- 4.5. Negotiate conditions and confirm agreement with nominated carer or family to encourage commitment, cooperation and mutual action.
 - 4.6. Identify intervention indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and use to inform approach taken.
 - 4.7. Encourage nominated carer or family members to take responsibility for agreement on objectives, targets and outcomes.
 - 4.8. Ensure location of meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all participants.
 - 4.9. Guide meeting participants to maintain positive direction, cooperation, achievements and respect.

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:	• engage in collaborative discussions with young people and their nominated carer or family.

Unit Mapping Information

Supersedes and is equivalent to CHCYTH011 Work effectively with young people and their families.

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 CHCYTH023 Work effectively with young people and their nominated carer or families

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:

- use strategies to empower at least two young people and their nominated carer or family to maintain motivation and purpose and achieve agreed outcomes, including:
 - facilitating the young person's individual expression of needs to nominated carer, family and others
 - using communication strategies with young people and nominated carer or family to ensure that opportunities for exploring issues are fair, confidential and meet the needs of individuals
 - advocating for the needs of young people
- assess at least two young person's background and behaviour to determine family intervention and youth support processes
- identify intervention indicators to support service outcomes and priorities for at least one young person.

Knowledge Evidence

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

- principles of communication:
 - empathetic listening
 - meaning and impact of body language
 - eye contact
 - interpreting hidden and complex messages
 - feedback
 - reflection, review and debriefing
 - facilitation of interaction and participation
- principles of group dynamics and interaction:
 - differentials in power
 - empathy and identification
 - trust-building
 - challenging assumptions and beliefs
 - family systems

- discomfort with change and the likelihood of diversion, distraction and victim blaming
- rights of children and young people
- trauma-informed practice
- ethics and codes of conduct for young people
- privacy legislation applied to situations of information exchange between individuals and organisations about a young person as primary stakeholder of the service
- own values and attitudes and impact on work and relationships.

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 and their nominated carer or family.

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

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