



Australian Government

Department of Education, Employment and Workplace Relations

CHCYJ502A Respond to needs of youth justice clients

Release: 1

CHCYJ502A Respond to needs of youth justice clients

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to respond to a range of presenting complex needs of youth justice clients

Application of the Unit

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Assist the young person to identify and assess issues that affect their health and well being

PERFORMANCE CRITERIA

- 1.1 *Communicate* with the young person in an open and conducive manner to exchange views about particular concerns
- 1.2 Encourage the young person to talk about their *particular health and well being issues*
- 1.3 Consult with the young person about factors that impact on their health and well being
- 1.4 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues
- 1.5 Encourage young people explore options for improving health and well being
- 1.6 Provide information to assist the young person to select *options* that can be implemented to address health and well being issues

ELEMENT**PERFORMANCE CRITERIA**

2. Assist the young person to select options for addressing health and well being issues

- 2.1 Support the young person to reflect upon their own concerns for their health and well being
- 2.2 Encourage the young person to realise their potential for change
- 2.3 Discuss with the young person *implications of choices* and clarify their understanding of the impact of those choices on other areas of their life
- 2.4 Explain to young person risks of any choices made in relation to ongoing health and well being concerns

3. Support the young person to act upon their choice of support/intervention

- 3.1 Assist the young person to be clear about the choices they have made and the reasons for seeking the support/interventions
- 3.2 Explore with young people the *choice of methods available* to assist them to act upon the support/intervention
- 3.3 Facilitate the young person's access to their identified choice of *support or intervention*
- 3.4 Maintain contact to a level required to support the young person to action changes to improve health and well being
- 3.5 Encourage young people to access further supports if required

ELEMENT

4. Evaluate with the young person the effectiveness of interventions/supports

PERFORMANCE CRITERIA

- 4.1 Provide regular opportunities for the young person to review their own progress
- 4.2 Review the young person's original health and well being concerns and the effectiveness of choice of actions in an appropriate manner
- 4.3 Seek opinions and inputs from others involved in the interventions to suggest ways the intervention/support process may be improved
- 4.4 Encourage the young person to identify and discuss their own perceptions of changes to their health and well being as a result of taking action
- 4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Holistic concepts and approaches to adolescent health and well being
- Addictive behaviour
- Stages of change and motivational interviewing techniques
- Adolescent mental health and social and emotional well being concerns
- Contemporary approaches to alcohol and other drug treatments and change management
- Issues of illegal and legal drug use and the response of the worker to these issues in the youth justice context
- Legislation and policy and procedures related to working in the youth justice context where young people present with complex and/or multiple issues relating to health and well being
- Range of support and intervention types available for young people experiencing a range of health and behavioural concerns in the youth justice environment including:
 - alcohol and/or other drug (AOD) misuse
 - mental health issues (depression and suicide)
 - disabilities
 - behavioural difficulties
- Local internal and external organisations and specialist support services
- Implications of specific health and well being concerns of young people in a secure and/or community environment
- Importance of peer support in achieving change
- Impact of culture, beliefs and preferences on individuals willingness to discuss areas of concern
- Theories of how family of origin, intergenerational and environmental health impacts contribute to health and well being of young people in the youth justice system
- Relationship between lifestyle choices, nature of adolescence risk taking and offending behaviour

REQUIRED SKILLS AND KNOWLEDGE

- Early warning signs of young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance use related or otherwise

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Strategies for encouraging young people to discuss issues openly and honestly
- Acknowledge and respect the young person's rights to choose the appropriate supports
- Demonstrate support through verbal and non-verbal methods
- Confirm the young person's ability to understand the implications of choices made
- Strategies to encourage the young person to recognise their capacity to make changes
- Manage difficult behaviour related to health and well being concerns in accordance with operational guidelines
- Identify when to refer to specialist services
- Undertake a risk assessment of choices made by the young person

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with young people
- Assist the young person to review and evaluate effectiveness of supports and interventions to achieve change in health and well being
- Use strategies for engaging family members to be involved and support the young person to make changes
- Use methods to for helping the young person to maintain their commitment to change

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Communicate may include:

- Verbal
- Non-verbal
- Written
- Electronic
- Assistive communication (disability)

Particular health and well being issues may include but are not limited to:

- AOD use/misuse
- Mental health concerns - particularly depression and suicide and self-harm
- Behaviour as a secondary consequence of health and well being issues (e.g paranoia, tactile delusions, auditory hallucinations, erratic responses)
- Violence and aggression
- Anti social behaviour
- Risk taking
- Emotional ill health

Options may include:

- What is possible for the young person to directly influence
- What it may be possible to achieve if the young person engages with other people
- Factors which may be outside the direct control of the young person but may impinge on their choices

RANGE STATEMENT

Implications of choices may include:

- If the choice is to not seek supports to make changes to health and well being:
- Deprivation/neglect
- Experience and exposure to violence, discrimination, criminal activity, oppression, abuse or other trauma
- Vulnerability and reliance on illegal activity for survival
- Capacity and opportunity to participate in community, education and recreational activity
- Continued detrimental effects to lifestyle related to un managed mental health, alcohol and other drugs issues for the individual and/or family
- Accommodation ,employment and income issues
- Continued health concerns

Choice of methods available to support young person may include:

- Coaching and training
- Counselling and support
- Challenging behaviour
- Demonstrations and modelling
- Provision of information

Support or intervention may include:

- Structured programs for detoxification/rehabilitations
- Psychological assessment and interventions
- Counselling services
- Peer group work
- Specialist group programs
- Withdrawal and supported isolation
- Buddy and mentor systems
- Natural therapies

Unit Sector(s)

Not Applicable