



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH501A Develop and implement procedures to enable young people to address their needs

Release: 1

CHCYTH501A Develop and implement procedures to enable young people to address their needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to monitor and upgrade organisation approaches to young people with highly complex problems

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

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

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Develop support programs for young people | 1.1 Assess specific needs of the young person and match to an existing program
1.2 Employ appropriate communication techniques to engage young person and to address specific needs
1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients
1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs
1.5 Provide relevant information to client as appropriate |
|--|---|

ELEMENT

PERFORMANCE CRITERIA

2. Ensure that young people with complex needs receive appropriate services

2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed

2.2 Define appropriate procedures and put in place to minimise effects of any aggressive or abusive behaviour of clients including identifying:

- 'at risk' behaviour patterns
- a range of alternative strategies
- quick response actions
- support behaviours
- protocols of behaviour

2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways

3. Liaise with other services and organisations

3.1 Design and implement appropriate referral systems and procedures to ensure special needs of clients can be addressed

3.2 Identify and access *support facilities* required to optimise client access to specialist services

3.3 Ensure *support* and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances

3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery

ELEMENT

PERFORMANCE CRITERIA

4. Monitor and upgrade support provided by the organisation

- 4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness
- 4.2 Periodically review assessment, support and referral systems used within the agency
- 4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery
- 4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff
- 4.5 Provide support and supervision to other workers as required in accordance with organisation procedures
- 4.6 Arrange regular debriefings with associated organisations and service providers and produce and provide reports in accordance with organisation procedures

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:

- Legal and organisation policies relating to advocacy, monitoring and dealing with abuse
- Principles of empowerment and enabling processes in advocacy
- Methods of short term counselling strategies
- Different forms of abuse and their indicators and response processes
- A broad range of specialist and generic services and agencies
- Family support and mediation
- Organisations policies, guidelines, procedures
- The specific needs of identified target groups
- Youth specific consultation and engagement principles for seeking feedback on service provision
- Reflective and evaluative processes in youth work practice
- Strengths-based approaches
- Human rights declarations and convention on the rights of child

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement procedures relating to services offered by worker's organisation including support facilities, particular types of support and information and referral advice

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:

- Demonstrate application of skills in:

REQUIRED SKILLS AND KNOWLEDGE

- interpersonal communication with young people (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- short term counselling, negotiation, mediation
- case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation
- organisation and individual youth rights advocacy
- youth participation strategies
- program development

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.

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 should be assessed in the workplace or through direct work practice
- Demonstration of competency relating to the development and implementation of procedures should include:
 - at least four types of support (support facilities and types of support) listed in the range statement
 - at least three types of information and/or referral advice listed in the range statement

EVIDENCE GUIDE

- 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
 - Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

Support facilities will include:

- Language/translations/interpreters
- Physical aids
- Transport
- Cultural advisers
- Change of venue/location
- Family/peer
- Specialists
- Case management team

Support to be provided by worker to the young person/s may be:

- Advice
- Provision of information
- A listening and affirmation role
- Short term or crisis counselling
- Mediation (family and other)
- Advocacy (legal and other)
- Practical assistance
- Referral to other agencies/services
- Availability
- Linking with others, groups, networks

RANGE STATEMENT

Information and referral advice may include:

- Specialist agencies and organisations
- Special support groups
- Government and non-government services
- Individuals with specialist expertise
- Allowances, pensions and benefits
- Grants
- Private finance
- Equipment, physical aids

Relevant legislation will include:

- Statutory care and protection guidelines
- Juvenile justice regulations
- Confidentiality
- Age of consent
- Anti-discrimination
- Duty of care
- Organisations policies and procedures
- Professional code of conduct or ethics
- Contractual obligations

Unit Sector(s)

Not Applicable