



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH608D Manage service response to young people in crisis

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH608C Manage service response to young people in crisis	CHCYTH608D Manage service response to young people in crisis	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop an agency approach to young people in crisis

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

1. Implement a framework for preventing *crisis* situations

PERFORMANCE CRITERIA

- 1.1 Develop framework to address prevention and response to critical situations and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context
- 1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations
- 1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel
- 1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility
- 1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations

ELEMENT**PERFORMANCE CRITERIA**

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|--|---|
| 2. Support staff in responding to a crisis | 2.1 Establish appropriate protocols for managing potential and actual crisis situations |
| | 2.2 Draft, regularly update procedures for the management of crises and communicate to staff and other relevant personnel |
| | 2.3 Ensure crisis management procedures which are developed are consistent with legal and organisation obligations and constraints |
| | 2.4 Allocate resources for prompt and effective response to crisis situations |
| | 2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis |
| | 2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to work health and safety (WHS) and other industrial and legislative requirements |
| 3. Follow up crisis situations | 3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures |
| | 3.2 Define debriefing procedures and implement routinely |
| | 3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness |
| | 3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed |

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 safety within the work environment
- Relevant specialist support services and resources
- Possible factors which contribute to young people entering crisis situations
- Legislative and policy obligations
- Methods of crisis intervention including mediation and negotiation
- Characteristics of aggressive and abusive behaviour
- Methods of promoting less aggressive/abusive behaviour
- Other support agencies and the relevant specialist resources they offer
- Possible factors which contribute to young people entering crisis situations
- Possible repercussions of inappropriate intervention of worker behaviour

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure crisis response structure or framework meets the for requirements of particular workplace

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:
 - counselling and professional debriefing techniques
 - conflict resolution/management
 - effective communication skills including mediation and negotiation
 - people management including provision of feedback
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

demonstrate this unit of competency:

- This unit should be assessed in the workplace or through direct work practice
- Consistency in performance should consider the particular requirements for crisis management frameworks and structures in the workplace

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

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.

Response to crisis situations will be immediate and ongoing

Relevant legislation and policy will include:

- Statutory care and protection guidelines
- Confidentiality
- Age of consent
- Families' rights and responsibilities
- WHS
- Duty of care
- Professional code of conduct
- Non-discrimination
- Equal employment opportunities

Crisis will relate to:

- Those faced by the client group
- Potential or actual crises
- People at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency
- Response to physical, mental, emotional or sexual abuse
- Client's relationship with other agencies e.g. legal system, welfare

Organisation policies and procedures to maximise physical and emotional safety will relate to:

- Anti-discrimination guidelines
- Guidelines to deal with violent behaviour
- Rights of worker and service user
- Organisation rules e.g. concerning drug and alcohol use, sexual behaviour, visitors
- WHS
- Emergency/safety procedures
- Security of premises
- Debriefing procedures

Unit Sector(s)

Not Applicable