



Youth Work  
**T O O L B O X**

Tutor Guide

Community Services Training Package – Youth Work

**Holmesglen Institute of TAFE**



## Contents

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## Introduction to the Youth Work Toolbox

Welcome to the Tutor's Guide for the Youth Work Toolbox. This guide has been designed to help you construct a learning program using the components of the Youth Work Toolbox.

### What is a Toolbox?

The main component of a toolbox is a library of discrete learning resources designed for web based delivery. The resources provide a flexible set of learning materials for use in online learning programs. We have used the term 'learning unit' to describe the separate resource files in the Youth Work Toolbox. The learning units in this toolbox are based on the two compulsory and seven elective Youth Work units of competency from the Community Services Training Package, for Certificate IV.

The Youth Work Toolbox has been designed to enable you to:

- select learning units that are appropriate to your learner's needs
- deliver the learning units using your preferred online delivery platform
- add your own form of learner support and additional learning activities.

The actual learning units are stored on the CD-ROM that accompanies this Guide. The CD-ROM contains all the required software and instructions for installation on your server. You may require assistance from your computer service provider to install the resource files.

### What is in this Guide?

This Guide is specific to the learning units provided in the Youth Work Toolbox. It describes the intentions of the various learning units and provides notes on delivery implications.

This Tutor's Guide is divided into three main sections.

- Overview of the Youth Work Toolbox.
- About the Youth Work Competencies.
- About the Learning Units.

The general overview provides you with information about the Toolbox as a whole. It describes:

- how the toolbox learning units are organised
- the target audiences
- the assessment approach
- practical work requirements.

The section dealing with the Youth Work competencies gives more detail about the requirements of each competency and the learning units that can be used to put together a learning program for the competency.

The last section covers the learning units in detail. It gives information about:

- the purpose of the learning unit
- the various components of the unit
- the units of competence the learning unit relates to
- the things you need to do to prepare for the unit
- how you can promote collaboration and interaction between learners
- how the materials can be customised.

### **Technical Requirements**

Learners will need to have access to the following software to use the materials.

- Netscape Navigator 4.5 or Microsoft Internet Explorer 5.
- Macromedia Flash 5 Player.
- Adobe Acrobat Reader 4.

## Overview of the Youth Work Toolbox

The learning units of the Youth Work Toolbox have been designed so learners take an active and constructive role in their own learning. Each learning unit has a mix of learning activities, learning support mechanisms and content.

The learning activities may be presented as part of the content or as separate assessment type activities. The purpose of the learning activities is to engage the learner in the content and give context and purpose to the learning unit.

Learning support mechanisms enable learners to gain feedback and guidance as they progress through the learning unit. Your role as tutor is the key to providing adequate learning support. The learning activities and this Guide will give you ideas on how to encourage and support learners in the learning process.

The content of the learning units is designed to make use of the web environment by using variety of media. Text based content has been kept to a minimum and visual materials have been included where possible. The resources page attached to each learning unit allows the learners to access a broad range of information sources beyond the learning unit content.

### Units of Competency – Youth Work Stream

The units of competency covered in this Toolbox are the following.

Compulsory	CHCTH3A – Support young people to take collective action CHCYTH4A – Assist young people in responding to crisis
Elective	CHCAD1A – Advocate for clients CHCCD1A – Support community participation CHCCD2A – Provide community education programs CHCCD3A – Meet the information needs of the community CHCCH2A – Establish and monitor a case management plan CHCCW12A – Implement a case work strategy CHCGROUP3A – Plan and conduct group activities

## Packaging to Gain a National Qualification

The two compulsory units of competency and any four of the elective units supplement the common competencies in the Community Services training package and optional competency to form Certificate IV in Community Services (Youth Work).

## Who are the Target Audiences?

The Youth Work competencies and qualifications are designed to target vocational workers in the following types of services:

- family and child support
- social/home support
- community action/development
- residential/accommodation
- health related work
- labour market programs
- acute care.

Source: Australian National Training Authority, 1999, Community Services Training Package (CHC99), *Youth Work National Competency Standards*, Australian Training Products, Melbourne, pg 3.

Training in the Youth Work competencies and qualifications may be obtained:

- in the workplace
- at TAFE colleges and institutes
- from private training providers.

The learning materials provided as part of the Youth Work Toolbox can be used in any of these settings. Learners may elect to use the materials from their workplace, at home or in an educational institution.

## Learners

It is impossible to isolate one specific group of learners who will access the Youth Work competencies. Broadly, learners will include:

- existing workers in the community services field, who work primarily providing specialist youth services
- existing community service workers who provide services to young people as part of their work role
- new entrants into the Youth Work field undertaking a specialist Youth Work qualification
- new entrants undertaking other studies in community services with Youth Work electives.

## Existing Community Service Workers who Deal with Young People

These people:

- work for both private and public organisations in paid and unpaid roles
- work in the following fields and as a consequence of their daily work interact with Youth Work issues:
  - Family Services
  - Child Protection
  - Juvenile Justice
  - Statutory Supervision
  - Children’s Services
  - Community Work
  - Community Housing
  - Labour Market Programs
  - Youth Work
  - Mental Health Work.

Learners with existing work experience may wish to undertake a whole qualification or they may select individual units of competence. In this case the individual competencies may be used for professional development purposes.

### Tutors

The Youth Work Toolbox is designed to be a resource that training providers can use to deliver the Youth Work competencies. However, trainers may choose to use the materials as part of a non-recognised training program.

Your role as tutor in the delivery of the competencies may take the form of:

- workplace trainer
- on campus TAFE teacher
- trainer working for a private training provider
- workplace assessor.

Although the materials have been designed for self paced or flexible delivery they may be used as part of an instructor led program.

## Overview and Navigation of the Youth Work Toolbox

### What is a Toolbox?

The main component of a toolbox is a library of discrete learning resources designed for web based delivery. The resources provide a flexible set of learning materials for use in online learning programs. We have used the term 'learning unit' to describe the separate resource files in the Youth Work Toolbox. The learning units in this Toolbox are based on the two compulsory and seven elective Youth Work units of competency from the Community Services Training Package, for Certificate IV.

The Youth Work Toolbox has been designed to enable you to:

- select learning units that are appropriate to your learners needs
- deliver the learning units using your preferred online delivery platform

### How the Toolbox Learning Units are Organised

Each unit of competence is made up of a number of learning units and each learning unit may form part of more than one competency. The content of the learning units may be the same for a number of competencies, however, specific learning activities or assessment materials encourage you to construct an understanding of the content within the context of the specific competencies.

For example, *Models of Youth Work* covers the same topics for each competency to which it relates. As a learner you will discover the models of intervention, social work, health promotion and the historical involvement of these models. The difference between the units of competence is reflected in the assessment tasks and the application of the learning unit knowledge. Learners electing unit of competency CHCAD1A – Advocate for clients, would apply their knowledge in the context of that competency. Learners electing unit of competency CHCCD2A – Provide community education programs, would apply their knowledge in a different assessment strategy.

The following table shows how each learning unit relates to the nine specialist Youth Work competencies.

## Learning Units

Managing Projects				✓	✓	✓	✓		
Managing Resources				✓	✓	✓	✓		✓
Communicating with Others			✓	✓	✓		✓	✓	✓
Models of Youth Work		✓	✓	✓	✓		✓	✓	
Case Management		✓	✓				✓	✓	
Assisting the Client		✓					✓	✓	✓
Working within Frameworks		✓	✓	✓	✓		✓	✓	✓
Working with Groups	✓		✓	✓	✓			✓	✓
Visual Communication	✓			✓	✓	✓	✓		✓
Understanding Young People in Your Community	✓	✓	✓	✓	✓	✓	✓	✓	✓
CHCYTH3A	Support young people to take collective action								
CHCYTH4A	Assist young people in responding to crisis								
CHCAD1A	Advocate for clients								
CHCCD1A	Support community participation								
CHCCD2A	Provide community education programs								
CHCCD3A	Meet the information needs of the community								
CHCCM2A	Establish and monitor a case management plan								
CHCCW12A	Implement a case work strategy								
CHCGROUP3A	Plan and conduct group activities								

The entire Toolbox is presented as a village or community and each building within the Village contains a variety of content, activities, quizzes, fact sheets, brochures, case files and other information about aspects of Youth Work.

Start with the Information Centre for:

- tips for studying online
- finding out about the Village contents
- information on how to get around the Village, competencies and assessment.

The Learning Centre contains:

- workshops to practice skills
- quizzes to test knowledge
- fact sheets on topics of interest.

Visit the Youth Work Agency (a virtual workplace) to:

- commence a learning unit
- participate in a learning activity
- explore case files
- read a sample policies and procedures manual
- access work related sample forms
- gain advice from a Colleague.

Go to the Community Centre to:

- access chat and email facilities
- locate discussion starters
- read 'points of view' from youth workers and young people
- be informed on youth related issues (brochures).

Visit the Skate Park to access:

- personal stories
- case studies.

Access the Library for:

- articles
- resources, additional web sites and recommended books
- topics of interest.

When learners are working within learning units, they will be directed to these areas and items as required. When this direction occurs, learners will find an underlined word which is the link to the specific item. Click on the link to open the relevant area.

## How to Navigate Around the Toolbox

You can see what each Village building contains by rolling your mouse over the various buildings. Clicking on a building will take you into that building and you then have choices for your next move.

Words that are underlined allow you to click on the words to move directly to that specific subject.

The 'back' button on your toolbar can be used to return to the previous screen.

The Village icon on the top right hand corner of your screen will return you to the entire Village screen.

The tabs at the top of the screen allow you to move directly to specific Village areas.

The Map button at the top of the screen can be used to guide you through the different tasks, activities and other content in each learning unit. The Map contains three levels of information.

- Competency – a complete list of every competency
- Learning Units – the list of learning units that comprise each competency
- Resources – a list of the resources provided for every learning unit. You can then move directly to the resource you select.

When you have finished exploring your selected resource, select the Map again and it will return you to your last selection point. This means that if you were viewing the resources list for a particular learning unit, you will return to that list.

## What are the Practical Work Requirements?

'Work in the community services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.'

Source: Australian National Training Authority, 1999, *Community Services Training Package (CHC99)*, *Youth Work National Competency Standards*, Australian Training Products, Melbourne, pg 11.

The learning units provided as part of the Toolbox resources suggest appropriate opportunities and tasks for practice and application. However, the tutor must make sure that the skills and knowledge gained from interacting with the toolbox materials is applied in a realistic work setting. Training providers should make sure that learners without access to a work environment are provided with simulated work conditions. This may require learners to attend a workshop session where they can interact with other learners in role play or other simulated situations. Suggestions for appropriate practical tasks are provided in each learning unit.

A critical aspect of evidence for many of the community services competencies is first aid certification. A first aid learning unit is not included in the toolbox materials. It is suggested that training providers arrange for appropriately certified trainers or training organisations to conduct first aid sessions, if this qualification is required.

### **What Assessment Approaches have been Used?**

'Assessment of competency cannot rely on a measurement approach alone. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.'

Source: Australian National Training Authority, 1999, Community Services Training Package (CHC99), *Youth Work National Competency Standards*, Australian Training Products, Melbourne, pg 11.

Suggested assessment strategies, appropriate to each unit of competency are provided as part of the Youth Work Toolbox materials. Where possible holistic and work centred assessment approaches have been suggested. 'Holistic assessment' is a term used to describe assessment approaches that combine evidence gathering opportunities for a number of elements or units of competency into one assessment event. This event is usually linked to a complete work function or task and may be supplemented with secondary evidence such as testimonials, completed workplace records or client feedback.

The use of holistic and work centred assessment may mean that:

- learners need to complete a number of learning units before they are ready to be assessed
- the assessment task includes a practical demonstration of skills and knowledge
- evidence of competence is built up through participating in a number of learning units
- learners negotiate an assessment task that reflects their particular work situation.

The Toolbox contains activities, tasks, articles, discussion starters, case studies and other resources that assist learners to gain the underpinning knowledge and skills required for competency. The central learning activity for each learning unit (found in the Youth Work Agency within the Village) is carefully constructed to reflect 'real life' in a youth work workplace. Assessors may like to use some or all of these learning activities as evidence gathering opportunities for assessment purposes. The learning activities are not designed to be 'stand alone' assessment tasks.

Tutors are directed to the Assessment Guidelines of the Community Services Training Package for more information on assessment requirements. The guidelines can be obtained from Community Services and Health Training Australia on (02) 9263 3598 or from their web site at [www.home.aone.net.au/cshta](http://www.home.aone.net.au/cshta).

### **How Do I Put Together a Learning Program?**

The Youth Work toolbox contains a library of online learning resources that can be used in web based delivery of the specialist units of competence. The learning units are platform independent, in that they can be used with any delivery platform such as WebCT, Top Class or the TAFE Virtual Campus.

The toolbox materials are not intended to:

- be used in isolation without practical or workplace based activities
- restrict training providers to using the materials in their entirety
- replace the role of the tutor in the learning process
- stipulate assessment approaches.

It is expected that tutors will want to select the learning units that are most relevant to their learners' needs and their own teaching styles. Tutors may wish to:

- determine the order of presentation
- substitute their own materials for certain learning units
- provide additional learning activities
- customise the learning units by changing the detail of the pages.

The matrix of learning units on page seven of this guide represents each competency as a 'stand alone' unit. If a learner is undertaking more than one competency it is not necessary for them to repeat learning units that they have previously completed. For example, if a learner is undertaking CHCCD1A and CHCCWI2A, they do not need to complete the *Working within Frameworks* unit twice.

The following case studies provide examples of how different training providers may choose to use the Youth Work Toolbox.

### Case Study 1

Southside Training Solutions is a private training provider that offers the Certificate IV in Community Services (Youth Work). They have a number of learners who want to undertake some competencies as self paced study.

Marilyn is the tutor for the group and decides that she will use the Toolbox resources as the starting point for delivering the competency CHCCD1A. She looks through the Toolbox materials and determines that she will:

- use three of the suggested learning units as they are
- combine *Communicating with Others and Understanding Young People in Your Community*
- replace the assessment task for *Working with Groups* with a different task that better suits her learners' needs
- supplement the *Models of Youth Work* unit with a research task and threaded discussion on the cultural background and particular issues facing the large Koori population in her region.

### Case Study 2

Tony is the workplace learning coordinator at SurfsUp TAFE. He has a number of people working in an emergency housing program for youth participating in his program as a professional development activity. The learners want to be formally recognised for their efforts and so are enrolled in CHCAD1A.

Tony recognises that they can do a lot of their study as part of their daily work activities. He looks through the Youth Work Toolbox and decides that he will:

- run *Working with Groups* as a face to face workshop
- combine the assessment of *Working within Frameworks* with *Case Management* and conduct a workplace assessment where he will observe learners demonstrating their skills and knowledge
- supplement *Models of Youth Work* with a collaborative learning activity where learners work together to prepare a presentation on the emergency housing program for their local school.

Tony also enlists the help of the college's multimedia department to add additional clients (case studies) to the Skate Park.

## About the Youth Work Competencies

### CHCYTH3A – Support Young People to Take Collective Action

This competency has the following elements of competency and performance criteria.

- 1 Support young people to develop and use networks.
  - Support, encouragement and opportunities are provided to young people to enable them to:
    - meet and work together in common interest groups
    - identify commonality of issues and needs
    - formulate effective means for taking collective action
    - explore options for addressing issues and needs collectively within existing structures and in revised structures.
  - All communication with young people will be in appropriate language.
  - Assistance and support is provided to enable young people to develop and implement strategies and action plans which address their needs and interests.
  - Activities are developed and undertaken to ensure young people have relevant skills and knowledge to operate in a collective way including auditing skills and knowledge, and providing opportunities for meeting skills/knowledge shortfalls.
  - Support is provided to enable young people to effectively create and utilise alliances with key stakeholders and to access available resources.
  - Relevant information is provided as required to young people to facilitate better operation of collective networks.
- 2 Assist young people to monitor and evaluate strategies.
  - Support and assistance is provided to clients to ensure effectiveness of collective strategies, including undertaking informal and formal evaluations
  - Adjustments are made to evaluate outcomes as required
  - Evaluation reports are provided to relevant personnel
  - Obstacles to effective operation of collective networks are identified and addressed to rectify problems
  - A range of motivational strategies are employed including celebrating achievements of the group and individuals.

### **Learning Units that Relate to the Competency**

- *Understanding Young People in your Community.*
- *Working with Groups.*
- *Visual Communication.*

### **Practical Requirements**

This competency can be assessed in the workplace or in a simulated workplace.

### **Assessment Strategies**

Assessment could be by observation at the workplace, the gathering of evidence of workplace performance through work reports, performance appraisal tools, feedback from supervisor, colleagues, etc. Supplementary questioning by the assessor on consistency of performance should be conducted over a period of time with differing groups of colleagues, clients and others.

## **CHCYTH4A – Assist Young People in Responding to Crisis**

This competency has the following elements of competency and performance criteria.

- 1 Implement risk minimisation strategies.
  - A framework is established for dealing with potential crisis situations.
  - Timely risk assessment of potential crisis situations is undertaken, with due consideration for the safety of young people and others.
  - A variety of possible strategies to minimise risk are identified, assessed and implemented in accordance with organisational procedures.
  - Appropriate sources and strategies for accessing support are identified and acted on as required.
  - Where further assistance is required, it is called without delay.
- 2 Maintain a physically and emotionally safe environment for workers and young people.
  - Organisational policies, procedures and practices designed to maximise the physical and emotional safety of all within the work environment are identified and implemented routinely.
  - Established protocols in response to violent situations are followed to minimise impact and harm.
  - Appropriate post critical activities to assist young people are initiated and provided routinely.
  - Standards of behaviour and conduct as defined by the organisation are adhered to.

### **Learning Units that Relate to this Competency**

- *Understanding Young People in your Community.*
- *Models of Youth Work.*
- *Working within Frameworks.*
- *Assisting the Client.*
- *Case Management.*

## **Practical Requirements**

This competency can be assessed in the workplace or in a simulated workplace.

## **Assessment Strategies**

It may not be possible to assess this competency in the workplace during a crisis situation.

For this reason the assessor may like to develop one or more realistic 'critical incident' roleplays that focus on crisis situations. These critical incident activities could include a range of variables and time critical factors and an escalating sense of urgency. Any assessment activity must be conducted to maximise the safety of those involved.

Assessment should ensure adequate focus on the policies, procedures and practices which minimise risk.

## CHCAD1A – Advocate for Clients

This competency has the following elements of competency and performance criteria.

- 1 Assist clients to identify their rights and represent their own needs.
  - Client is assisted to identify their own needs and rights and to determine if their rights are being infringed or are not being met.
  - An assessment is undertaken with the client, significant others and colleagues to identify client's ability to advocate for self.
  - The client is provided with information about available options for meeting their needs and assisted to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate.
  - Information about client rights and responsibilities provided to clients is researched, relevant and timely.
- 2 Advocate on behalf of clients on request.
  - Relevant strategies for addressing client needs are initiated, negotiated and implemented.
  - On request from the client, the most appropriate individuals or organisations are identified and contacted, and the client's point of view is represented clearly to optimise outcomes for the client.
  - Information is kept in confidence unless authorisation is given to release it.
  - Progress and outcomes are discussed with the client and further action taken as necessary.
- 3 Advocate for clients.

Where assessment indicates the client requires advocacy support:

  - issues are raised with the most appropriate person/people in a way that upholds the rights and supports the reasonable expectations of the client
  - strategies for addressing client needs are initiated and implemented in consultation with appropriate personnel
  - potential conflict of interest is identified and redressed.

## Learning Units that Relate to this Competency

- *Understanding Young People in Your Community.*
- *Models of Youth Work.*
- *Working within Frameworks.*
- *Communicating with Others.*
- *Case Management.*
- *Working with Groups.*

## Practical Requirements

This competency can be assessed in the workplace or in a simulated workplace.

It is recommended that assessment take place on more than one occasion to ensure consistency in performance.

## Assessment Strategies

If assessment is to be carried out concurrently with other units, it may be preferable to assess over an extended period of time and to supplement assessment tasks with on going feedback from workplace supervisors and colleagues.

It is suggested that assessment must be over a range of situations with more than one client and that assessment may include observations, questioning and evidence received from the learner's workplace. Assessment may be gathered through several client contact situations.

Assessment could be by observation at the workplace, the gathering of evidence of workplace performance through work reports, performance appraisal tools, feedback from supervisor, colleagues, etc. Supplementary questioning by the assessor on consistency of performance should be conducted over a period of time, with differing groups of colleagues, clients and others.

## CHCCD1A – Support Community Participation

This competency has the following elements of competency and performance criteria.

- 1 Work with individuals and the community to promote participation.
  - Work is undertaken to identify key community issues to be addressed.
  - To address community issues, planning is undertaken to ensure:
    - appropriate policies and strategies are developed
    - adequate resourcing is identified
    - key people are consulted
    - identified needs are addressed
    - processes are forward looking and proactive.
  - Appropriate interpersonal and networking skills are used to enlist support from key people and groups.
  - Opportunities are provided for community input to planning provision of services.
  - Community input and participation in services is guaranteed.
- 2 Support existing community activities.
  - Appropriate review of the relevance of existing community activities is undertaken, based on changing community needs.
  - Relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation.
  - All work undertaken is in accordance with organisational policies and procedures.
  - Support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities.
  - All documentation on activities is kept in accordance with organisational policies and procedures.
  - Appropriate support is provided to community groups to become self managing in the implementation of plans.

## Learning Units that Relate to this Competency

- *Understanding Young People in Your Community.*
- *Models of Youth Work.*
- *Working within Frameworks.*
- *Working with Groups.*
- *Communicating with Others.*
- *Visual Communication.*
- *Managing Projects.*
- *Managing Resources.*

## Practical Requirements

This competency can be assessed in the workplace or in a simulated workplace.

## Assessment Strategies

This competency can be assessed in the workplace or in a simulated workplace.

It is recommended that assessment takes place on an ongoing basis to allow for realistic timeframes and opportunities to demonstrate a range of activities associated with supporting community participation and concerns.

Tutors and assessors should ensure that learners have adequate access to key people and stakeholders within the community so that assessment is authentic and valid. If necessary, the assessor or tutor may wish to develop role plays or other assessment tasks to simulate communication with clients and other stakeholders.

Assessors may need to incorporate evidence of workplace performance through work reports, performance appraisal tools, feedback from supervisors, colleagues, etc. Supplementary questioning by the assessor on consistency of performance should be conducted over a period of time, with differing groups of colleagues, clients and others.

## **CHCCD2A – Provide Community Education Programs**

This competency has the following elements of competency and performance criteria.

- 1 Develop the education program.
  - Program plan is developed in consultation with key people and organisations and identifies priorities and desired outcomes to address issues of concerns of target group(s).
  - Appropriate human, financial and physical resources are identified and secured.
  - Marketing materials are prepared and disseminated to target audience, and others as appropriate.
- 2 Deliver the education program.
  - Strategies for delivery of the program are developed and implemented to ensure maximum effectiveness.
  - Education/resource materials appropriate to the context, issue and audience are developed and distributed.
  - Strategies are implemented to encourage full participation in the program and the expression of views and feelings about its process or content.
  - Program adjustments are made as required to meet the needs of specific groups.
  - Feedback on the education program or activity is sought from participants.
- 3 Review the education program.
  - Outcomes of program evaluations are discussed with key people and organisations to determine future directions.
  - Education program outcomes are documented, and where necessary, acted on in accordance with organisational procedures.
  - The education program is assessed against the planned goals and objectives in accordance with organisational policies and procedures.

### **Learning Units that Relate to this Competency**

- *Understanding Young People in Your Community.*
- *Models of Youth Work.*
- *Working within Frameworks.*
- *Communicating with Others.*
- *Visual Communication.*
- *Working with Groups.*
- *Managing Projects.*
- *Managing Resources.*

### **Practical Requirements**

This competency can be assessed in the workplace or in a simulated workplace.

### **Assessment Strategies**

Assessors and tutors may wish to develop an appropriate simulation task in order to assess this competency.

## **CHCCD3A – Meet the Information Needs of the Community**

This competency has the following elements of competency and performance criteria.

- 1 Identify information requirements.
  - Appropriate mechanisms are employed to identify the information requirements of the community and specific groups.
  - Current, accurate and comprehensive information is collected and maintained on a range of relevant issues/services for the group to ensure the information needs will be met.
  - Gaps or inadequacies in the information base are identified and strategies are implemented to address them.
  
- 2 Address information requirements
  - Where possible, existing information sources are accessed to meet individual/community needs.
  - The adequacy of existing information is sourced and materials in meeting needs are routinely evaluated.
  - Where the development of new information materials is needed, options are explored in consultation with users and stakeholders.
  - In planning the development of new information/materials, all aspects of implementation are addressed including:
    - content, structure and relevance
    - financial, technological and staffing resourcing
    - staff training needs
  - Strategies are implemented to continuously improve the effectiveness of information materials and systems.

### **Learning Units that Relate to this Competency**

- *Understanding Young People in Your Community.*
- *Visual Communication.*
- *Managing Projects.*
- *Managing Resources*

### **Practical Requirements**

This competency can be assessed in the workplace or in a simulated workplace.

It is recommended that assessment take place on more than one occasion to enable assessment in a variety of settings with a range of resources and different systems.

### **Assessment Approaches**

It is suggested that assessment by observation, questioning and feedback from a workplace supervisor be conducted over a nominated assessment period.

Additionally, the demonstration of the underpinning knowledge and skills required to identify and address information requirements could be evidenced by the satisfactory completion of a range of simulated tasks constructed by a tutor/assessor.

If assessment is to be carried out concurrently with other units, it may be preferable to assess over an extended period of time and to supplement simulated tasks with on the job activities and experience.

## **CHCCM2A – Establish and Monitor a Case Management Plan**

This competency has the following elements of competency and performance criteria.

- 1 Develop a case management plan.
  - Assessment of client needs is undertaken in accordance with organisational procedures.
  - Information is collected on a range of suitable interventions to address immediate, short and longer term needs of clients.
  - Appropriate consultation is undertaken with stakeholders to ensure issues, and options for their resolution are explored thoroughly.
  - Common goals, objectives and processes are negotiated and agreed with clients and stakeholders to ensure needs are addressed within statutory and organisational frameworks.
  - A full range of options for addressing client and stakeholder needs are explored and included in case management plan.
  - Processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage.
  - Roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers are defined.
  - Processes of appeal for the termination and/or renegotiation of intervention are negotiated, agreed and included in the plan.
  - Relevant family, community, cultural and ideological considerations are identified and addressed in the case plan.
  
- 2 Define plan implementation procedures.
  - Practical arrangements to support clients and stakeholders are implemented.
  - Negotiable and non-negotiable aspects of the intervention are defined and processes are implemented to ensure they are maintained.
  - Ongoing case management processes are negotiated and agreed with clients and stakeholders.
  - Where appropriate, contracts are developed and agreed with external service providers and accurately reflect timing and resourcing constraints.
  - Procedures are implemented to ensure information sharing between key stakeholders is facilitated.

- Procedures are implemented to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators.

Procedures are defined and implemented where necessary to deal with crisis situations.

- 3 Establish review and evaluation systems.
  - Case plan is negotiated with supervisor.
  - Appropriate evaluation processes are set up for ongoing implementation of the plan.
  - All relevant reporting procedures are completed in accordance with organisational requirements.

### **Learning Units that Relate to this Competency**

- *Understanding Young People in Your Community.*
- *Models of Youth Work.*
- *Working within Frameworks.*
- *Communicating with Others.*
- *Assisting the Client.*
- *Case Management.*
- *Managing Projects.*
- *Managing Resources.*
- *Visual Communication.*

### **Practical Requirements**

This competency can be assessed in the workplace or in a simulated workplace.

It is recommended that assessment take place on more than one occasion to ensure consistency in performance.

## Assessment Strategies

Assessment in the workplace may present problems of client confidentiality and assessors may need to work closely with a workplace supervisor to allow for the supervisor's evidence of the learner's skills to form part of the assessment. It may not be practical for an assessment strategy to rely on being able to observe a learner working with a client, or to access case management plans and confidential records relating to interviews, as part of the assessment strategy.

It is suggested that tutors/assessors use the learning activities and case studies from the Toolbox when assessing learners' underpinning knowledge and skills for this competency.

Video or audio taping of the learner with clients may be a suitable assessment strategy, if the client and the learner's employer give consent. In addition, the learner could compile a journal over a nominated period, reflecting on daily work activities with clients.

## CHCCWI2A – Implement a Case Work Strategy

This competency has the following elements of competency and performance criteria.

- 1 Establish an appropriate working relationship with clients.
  - Effective strategies are used routinely to ensure:
    - clients identify their needs and goals
    - individual and cultural differences are addressed
    - areas of resistance/conflict are identified and appropriately resolved
    - appropriate levels of consultation are implemented
    - the experience and life skills of the client are appropriately addressed
    - relevant information is collected.
  - Processes are implemented to reach agreement on meeting procedures, consequences of actions and cooperative relationship.
  - Negotiable and non-negotiable aspects of intervention are clarified.
  - Boundaries between client and worker, including roles, responsibilities and accountabilities, are defined and maintained to ensure compliance with statutory requirements and duty of care responsibilities.
  - Strategies are implemented to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention.
- 2 Promote preventative strategies.
  - A full range of opportunities is provided for clients to engage in identification of problems and solutions.
  - A range of strategies is employed to assist clients to meet specific targets and to gain control over their lives.
  - An appropriate range of opportunities are identified, developed and initiated in accordance with organisational policies and procedures and client needs.
  - Client progress and involvement in activities is encouraged and monitored and appropriate action taken to maximise individual skill development.

- 3 Provide a specialist service to clients.
  - All appropriate documentation is completed and maintained in accordance with organisational and statutory standards and requirements.
  - Procedures are implemented to ensure information sharing between key stakeholders is facilitated.
  - All dealings with the client(s) reflect:
    - accepted organisational standards of behaviour
    - mutual respect
    - commitment to information sharing and dissemination
    - adherence to agreed plan
    - sensitivity to agreed plan
    - sensitivity to cultural, family and individual differences
    - ability to work with the client in the context of the family and broader community
    - application of the organisation's philosophy
    - compliance with statutory requirements and duty of care responsibilities.

### **Learning Units that Relate to this Competency**

- *Understanding Young People in Your Community.*
- *Models of Youth Work.*
- *Working within Frameworks.*
- *Communicating with Others.*
- *Assisting the Client.*
- *Case Management.*
- *Working with Groups.*

### **Practical Requirements**

This competency can be assessed in the workplace or in a simulated workplace.

Assessment may take place on more than one occasion.

## Assessment Strategies

As in competency CHCCM2A, assessment in the workplace may present problems of client confidentiality and assessors may need to work closely with a workplace supervisor to allow for the supervisor's evidence of the learner's skills to form part of the assessment. It may not be practical for an assessment strategy to rely on being able to observe a learner working with a client, or to access confidential records of clients.

It is suggested that feedback from the workplace supervisor and evidence of the learner providing services to clients be gathered in the workplace as an assessment strategy.

## CHCGROUP3A – Plan and Conduct Group Activities

This competency has the following elements of competency and performance criteria.

- 1 Address resourcing issues for group activities.
  - Planning of group activities includes consideration of:
    - the purposes, defined according to the identified needs of the client group
    - the human, financial and physical resources required.
  - Where required resources are not immediately and readily available, appropriate submissions are made to potential sources of assistance and resources.
  - Where formal submissions are made they meet the requirements of the funding guidelines and the organisation's principles and practice.
- 2 Co-ordinate a group planning process.
  - Opportunities for collaborative planning of group activities with clients are actively sought and promoted and information about the needs and expectations of the group is solicited, analysed and prioritised.
  - The purpose of group activities is negotiated with the group in a manner which gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes.
  - The purpose of the proposed group activity is translated into a set of aims and objectives.
  - The potential impact on group operation of the values and beliefs of both the worker and the client is analysed and clarified with those involved in planning and implementing group activities.
  - Contributions and suggestions to group planning processes are dealt with in a way to promote continued participation.
  - Planned group strategies are designed that promote effective group operation and take into account the specific characteristics of the clients who will participate in the activity or program.

- 3 Manage group processes including responding to conflict.
  - Opportunities are promoted for open dialogue and active listening between group members.
  - Sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability, is encouraged and modelled.
  - When conflict threatens or arises:
    - strategies to prevent it are implemented within the role, power and capacity of the worker
    - the outcomes of positive conflict are identified and reinforced
    - relevant principles and practices of conflict resolution are clarified and confirmed and agreement sought to implement them
    - acknowledgement of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged
    - opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict resolution processes.
  
- 4 Evaluate group activities.
  - Aims and objectives of the group activity provide the basis for evaluation and feedback
  - Feedback from all group participants is sought on leadership style, group process, achievement of objectives, other achievements and areas for development
  - Evaluation data is documented according to organisational procedures and distributed to relevant people.

### **Learning Units that Relate to this Competency**

- *Understanding Young People in Your Community.*
- *Working within Frameworks.*
- *Working with Groups.*
- *Communicating with Others.*
- *Visual Communication.*
- *Managing Resources.*
- *Assisting the Client.*

## **Practical Requirements**

This competency is best assessed in the workplace or in a community setting.

Assessment and evidence may be gathered on one or more occasions with a range of both formal and informal groups.

## **Assessment Strategies**

Assessment could be by observation at the workplace, the gathering of evidence of workplace performance through work reports, performance appraisal tools, feedback from supervisor, colleagues, etc. Supplementary evidence could be provided by group members, testimonials etc.

If the learner is involved with a formal group (for example, Guides, Scouts, a service club, etc), evidence of competency of the learner could be collected from these organisations.

## About the Learning Units

There are ten learning units that form the nine Youth Work specialist competencies.

A description of each learning unit is contained in this section.

All learning units contain learning activities and discussion starters. Additional resources and suggested Internet sites <sup>1</sup> can be found in the library. The learning activities contained in the 'Youth Work Agency' with the Toolbox, may prove suitable for use as part of the assessment strategies for each competency.

### Preparing to Use the Materials

Before or soon after your learners start using the materials, you will need to set due dates for their assessment tasks. You will also need to make sure learners have decided how they will present their materials and the aspects of youth work on which they will focus.

Keeping track of students online is one of the biggest challenges facing online tutors. You need to make sure that all your learners are actively participating and working on the learning activities. One way to achieve this is through their participation in threaded discussions, bulletin board postings and responses to your email.

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<sup>1</sup> The URL addresses provided within this material were current at the time of development. Sites do change from time to time and we suggest that you periodically check the currency of addresses.

## Suggestions for Customising the Materials

The materials in this learning unit can be adapted to suit your teaching style or your learners' needs. We suggest the following ideas as a starting point.

- Emphasise particular youth issues encountered in the learners' workplaces or local environments through their assessment tasks and discussion activities.
- Add additional discussion based activities like those suggested in the discussion starters in the 'Community Centre'.
- Include materials and learning tasks or discussion topics on topical issues currently in the media.
- Add additional case studies reflecting the needs of Aboriginal and Torres Strait Islanders and people from culturally and linguistically diverse backgrounds.
- Add skill building activities to the learning unit pages (providing you have the authoring skills to do so).
- Ask learners to search the Internet for sites not listed in the resources page and post these to a bulletin board or discussion forum.
- Ask learners to develop case studies for sharing with other learners.
- Add additional materials to the learning unit pages to reflect local conditions (providing you have the authoring skills to do so).
- Encourage learners to compile a 'directory' of service providers within their local community.
- Add additional resources when required. For example, changes to statutes or new statutes in your jurisdiction.

## Promoting Collaboration and Interaction Between Learners

Make sure you introduce yourself to the learners early in the unit. Encourage learners to post an 'introducing myself' comment in the discussion forum or bulletin board, which focuses on:

- why I am doing this learning unit
- experience in the industry
- what I want to do as a result of my studies.

As learners work through the materials you may wish to post a number of problems for further research and discussion. Suitable topics may include the following.

### Newsflash

A series of newspapers articles have highlighted an alarming increase in the practice of 'chroming' (inhaling paint fumes) amongst young boys aged 10 – 15. Learners may wish to research this topic using the resources page as a starting point. They can then post their thoughts to a threaded discussion or a bulletin board. Learners should be encouraged to read other learners' postings and comment on their suggestions.

Learners may like to post their thoughts on some ideas communities could adopt to discourage this habit amongst their youth.

### Simulated Email

Simulate an email to all learners from a 'colleague'. The colleague is currently working with a homeless client and is trying to locate suitable emergency accommodation. Ask learners to help their colleague by posting a reply to the discussion forum or bulletin board.

Encourage learners to read the messages posted by others and to comment on their responses. You may wish to use an exercise like this to focus on some of the practical issues confronting case managers.

### Reviewing other Learners' Draft Assessment Materials

You may wish to set a date when all learners need to submit a first draft of their assessment materials. These can then be distributed among other learners to review and provide feedback. The feedback can be managed through you if you feel that some learners may need help phrasing feedback appropriately.

### Distance Learners

Learners who are based in remote locations without regular access to classes may benefit from having a mentor appointed.

This mentoring could be done via telephone and or email.

#### Important

Encouraging your students to communicate early in their studies via email and discussion boards etc is important. Non-participation by a student may alert you to possible literacy issues or special needs that may need attention.

## Learning Unit – Understanding Young People in Your Community

An introductory unit designed to provide learners with an overview of the various issues that affect youth, such as:

- income and employment
- health:
  - physical
  - mental
  - emotional
  - sexual or social.
- housing and homelessness
- education and training
- relationships and sexuality
- conflict, abuse and discrimination
- transport and isolation
- recreation and entertainment
- alcohol and other drugs.

Although some learners may have vocational experience in youth services, this unit will serve as an introduction to the sector for the benefit of all learners, regardless of past experience. The issues that affect young people are varied and it is unlikely that many learners will have dealt with the entire spectrum within the workplace.

Multiculturalism will also be discussed in this learning unit, highlighting the need for understanding and addressing issues amongst specific populations. This will also involve a focus on the diversity experienced in each learner's local area. This diversity is a particularly important message to incorporate into the Toolbox, given the focus on the 'national' learner.

A strong message of the learning unit will be that youth issues are often culturally specific and that the demographic of each learners' local area will be a determinant of the issues that exist. As such, learning activities will be included that encourage learners to examine their local area and gain an understanding of the specific issues facing youth in their region.

## Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH3A Support young people to take collective action
- CHCYTH4A Assist young people in responding to crisis
- CHCAD1A Advocate for clients
- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCD3A Meet the information needs of the community
- CHCCM2A Establish and monitor a case management plan
- CHCCWI2A Implement a case work strategy
- CHCGROUP3A Plan and conduct group activities.

## Notes for Tutor

This learning unit is common to all nine competencies and has been recommended as the first unit for learners to undertake.

A workshop entitled 'Introduction to Youth Work' has been included to encourage your learners to reflect on why they have chosen to study in the youth work field.

### Important

You should encourage all learners to undertake this activity first and to email you their responses. This activity may highlight the values and beliefs of learners and may alert you to any significant issues confronting learners.

It can be difficult to get to know your learners in the online environment and this activity may assist you in this process.

## Learning Unit – Visual Communication

This unit is intended to provide the learner with an overview of different visual communication skills. The need to share informative or educational material with other people (including clients, colleagues, stakeholders and the wider community) is a recurring theme within the community services competencies.

Visual communication techniques include methods of transferring information in a non-verbal manner. In contrast to verbal or face to face methods, visual communication does not necessarily provide the opportunity for members of the target audience to ask for guidance or verification of information. For this reason, an important feature of visual communication is that it stands alone as an informative source.

Learners are provided with tips in various methods of presenting information visually, including:

- writing style
- the use of graphs, tables and flowcharts
- page layout and design
- identifying target audiences and communication needs.

Learners are encouraged to test their understanding of these concepts by constructing their own poster and presenting it to their tutor.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH3A Support young people to take collective action
- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCD3A Meet the information needs of the community
- CHCCM2A Establish and monitor a case management plan
- CHCGROUP3A Plan and conduct group activities.

## Learning Unit – Working with Groups

Many aspects of youth work involve working with groups. Workers may be required to facilitate collections of young people or collaborate with teams of colleagues on short-term projects. The aim of this learning unit is to provide learners with a thorough understanding of how groups work, and how to work **with** groups.

Learners are exposed to theories and concepts of group dynamics, and then provided with the opportunity to apply their learning. A strong focus by the Tutor should also be placed on using practical examples (such as role plays and hypothetical scenarios), as many techniques for group work and management are best learnt from experience.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH3A Support young people to take collective action
- CHCAD1A Advocate for clients
- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCWI2A Implement a case work strategy
- CHCGROUP3A Plan and conduct group activities.

## Learning unit – Working within Frameworks

This learning unit provides an overview of the various frameworks that govern service provision in a youth work setting, and will inform learners of the structures and limitations that affect the manner in which they conduct their workplace responsibilities.

The two main areas covered by this unit are:

- organisational policies and procedures
- statutory and legislative frameworks.

Various federal, state and local statutes and laws govern the provision of all community services. In addition, many of these arrangements must reflect international treaties and agreements to which Australia is a signatory. Due to the impact that these frameworks have on the role of the youth worker, it is important for learners to have a good understanding of them prior to working in the field.

Individual community service organisations and agencies generally produce their own policy and procedure manuals, in which they interpret the regulations covering their operations to apply directly to the daily duties of workers. These documents also provide guidance concerning other issues to workers and are widely considered as indispensable workplace accessories. As such, it is important for learners to become familiar with them prior to entering the workforce.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH4A Assist young people in responding to crisis
- CHCAD1A Advocate for clients
- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCM2A Establish and monitor a case management plan
- CHCCWI2A Implement a case work strategy
- CHCGROUP3A Plan and conduct group activities.

## Learning Unit – Assisting the Client

This learning unit, together with *Case Management*, deals with some of the more challenging roles that a learner could be expected to assume within a youth work setting. The main topics covered within *Assisting the Client* are detailed below.

### Responding to Critical Situations

Critical situations involve a high risk of potential danger to an individual, and include such things as threatened suicide, drug overdose, domestic violence, abusive situations, self-harm, serious indictable offences, homelessness or the death of a family member.

Responding to such situations requires the learner to develop an understanding of certain actions and duties:

- establishing a framework for dealing with crisis situations
- implementing risk management strategies
- familiarity with policies/procedures and practices designed to maximise safety of all within the work environment (including responses to violent situations).

### Advocacy

Within the youth work sector, it is often necessary to advocate on your clients' behalf in situations involving a third party. This could include:

- other workers/management
- other agencies/organisations
- other community services
- health services
- government departments
- police or legal/judicial organisations
- family/friends/community
- employers/schools.

The learning unit includes guidelines for referral, such as organisational protocols, legislative requirements and working with specific catchment criteria.

## Counselling

Included within this topic are:

- counselling strategies
- protocols of intervention
- conducting interviews
- completing and maintaining appropriate documentation
- adhering to organisational codes of conduct and ethics.

## Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH4A Assist young people in responding to crisis
- CHCCM2A Establish and monitor a case management plan
- CHCCWI2A Implement a case work strategy
- CHCGROUP3A Plan and conduct group activities

## Learning Unit – Case Management

The three main topics of this learning unit includes the following detailed information.

### Assessment

- Assessment of clients' needs in accordance with organisational procedures.
- Correct documentation of all information about the client, in accordance with legislative requirements and organisational policies.
- Developing and assessing appropriate intervention actions.
- Appropriate consultation is undertaken with stakeholders.

### Case Management

- Monitoring of goals, timeframes and resources with client and stakeholders.
- Ongoing case management processes are negotiated and agreed.
- Contracts are developed and agreed.
- Procedures are defined and implemented to ensure:
  - crisis situations are dealt with
  - progress is monitored
  - information is shared between stakeholders (where appropriate).

### Referral

- Principles of referral (statutory and/or organisational).
- Initiating, negotiating and implementing a referral.
- Identification of relevant/appropriate agencies and individuals for client referral.
- Referral options and resources are explored with the client and stakeholders.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH4A Assist young people in responding to crisis
- CHCAD1A Advocate for clients
- CHCCM2A Establish and monitor a case management plan
- CHCCWI2A Implement a case work strategy.

## Learning Unit – Models of Youth Work

This learning unit examines the history, development and practice of youth work in Australia. An understanding of how the sector has changed can be beneficial to learners understanding of its current form and can demonstrate how social conditions during different periods of time have shaped and influenced our attitudes.

Different theories and models of assisting young people in various contexts are discussed in order to provide learners with an overview of the options available.

The health promotion model (and the application of such a philosophy to youth/social work) are also be discussed, particularly in relation to the competencies involving community development (CHCCD1A and CHCCD2A).

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCYTH4A Assist young people in responding to crisis
- CHCAD1A Advocate for clients
- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCM2A Establish and monitor a case management plan
- CHCCWI2A Implement a case work strategy.

## Learning Unit – Communicating with Others

Communicating with other people is an important aspect of youth work. Workers need to communicate with a wide range of people, and it is often necessary to adopt different communication strategies depending on the situation involved.

This learning unit covers different aspects of communicating verbally, as indicated by the list of topics presented in the above table. It will also present learners with an overview of how to alter their communication skills in order to achieve the desired outcomes (such as promotion of an event, acquisition of funding, advocacy for a client, community support, etc).

Learners could expect their chosen profession to involve interaction with the following groups of people:

- young people
- fellow youth workers and colleagues (both within and outside their agency)
- representatives from health/welfare organisations
- funding bodies
- government representatives
- community interest groups
- parents, guardians, teachers, employers
- police or legal/judicial personnel.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCAD1A Advocate for clients
- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCM2A Establish and monitor a case management plan
- CHCCWI2A Implement a case work strategy
- CHCGROUP3A Plan and conduct group activities.

## Learning Unit – Managing Resources

This Learning Unit provides resources to assist learners develop the skills to manage and plan activities and programs for both youth and community groups.

In order to meet the objective of managing resources in a range of situations, programs and activities, learners will need skills and knowledge in the following areas:

- analysis of skill requirements
- setting goals, objectives and timelines
- planning, negotiation and liaison
- stress management techniques
- the ability to organise themselves and, where necessary, juggle competing priorities.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCCD1A Support community participation
- CHCCD2A Provide community education programs
- CHCCD3A Meet the information needs of the community
- CHCCM2A Establish and monitor a case management plan
- CHCGROUP3A Plan and conduct group activities.

## Learning Unit – Managing Projects

This Learning Unit covers skills and knowledge in the following areas.

- Funding sources, and their policies/strategies for encouraging community input and participation.
- Organisational budget and funding allocations.
- Setting organisational goals.
- Setting objectives for funded programs and projects.
- Researching techniques and skills.
- Managing information systems.
- Policies and procedures (legislative, governmental, organisational, etc) that impact on the funding and implementation of large projects.
- Initiating and maintaining appropriate documentation.

### Competency Statement

This learning unit can be utilised in the delivery of the following units of competence:

- CHCCD1A      Support community participation
- CHCCD2A      Provide community education programs
- CHCCD3A      Meet the information needs of the community
- CHCCM2A      Establish and monitor a case management plan.