ANNEX TO THE INCREASE CERTIFICATE

INTERDISCIPLINARY COMPETENCE DEVELOPMENT FOR YOUTH WORKERS IN RESIDENTIAL YOUTH CARE AND CRISIS INTERVENTION CENTERS

This document certifies the competences and the levels of competences acquired by _____ as part of the INCREASE training and the ECVET credits assigned to the individual training units.

0 **Basics**	-2	-1	0	+1	+2	ECVET 0.25
0.1 Basics						
He/She can analyse key aspects of the problem and resource situation of a YP or a group in a crisis situation.	☐	☐	☐	☐	☐	
He/She can assess whether the decision to organise external support must be taken immediately or can be taken later alone/with colleagues/in a team meeting.	☐	☐	☐	☐	☐	

1 **Internal Cooperation and Teamwork in RYCH in the Context of Crises Situations**	-2	-1	0	+1	+2	ECVET 0.75
1.1 Cooperation and teamwork						
He/She can overcome complex challenges in the workplace by working together as part of a team.	☐	☐	☐	☐	☐	
He/She can assess his/her role within the team and provide feedback on the functioning of the group.	☐	☐	☐	☐	☐	
1.2 Communication and self-awareness						
He/She can use the appropriate communication tools depending on the situation, the target audience and the intended outcome.	☐	☐	☐	☐	☐	
He/She can understand his/her own strengths and weaknesses as a communicator.	☐	☐	☐	☐	☐	
1.3 Teamwork in crisis situations						
He/She can evaluate the crisis situation.	☐	☐	☐	☐	☐	
He/She can understand their own role and contributions in a crisis situation.	☐	☐	☐	☐	☐	
He/She can develop and implement plans of action for future crises situations.	☐	☐	☐	☐	☐	
He/She can review and adapt the implementation of the plan.	☐	☐	☐	☐	☐	
He/She can provide constructive feedback to RYCW.	☐	☐	☐	☐	☐	

2 **Interdisciplinary Anamnesis and Diagnosis**	-2	-1	0	+1	+2	ECVET 0.5
2.1 Understanding, completing and using an anamnesis report, initially and long-term.						
He/She can realise and register an initial anamnesis report for one single YP13/18.	☐	☐	☐	☐	☐	
He/She can complete an anamnesis report during the stay of one YP.	☐	☐	☐	☐	☐	
2.2 Receiving, understanding and analysing a diagnosis report						
He/She can recognize the elements in the diagnosis report that provide relevant/helpful information for the work with the YP in the RYCH and missing elements.	☐	☐	☐	☐	☐	
2.3 Evaluation and prognosis for future crisis situations according to anamnesis and diagnosis						
He/She can use the information of the anamnesis and diagnosis reports as means to develop a team and a single plan of intervention (to avoid or minimise crisis situations).	☐	☐	☐	☐	☐	
He/She can distinguish the role of each member.	☐	☐	☐	☐	☐	

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3	**Cooperation, Networking, Interrelated Disciplines**	-2	-1	0	+1	+2	ECVET 0.75
3.1	**Network, cooperation and plan of action of the RYCH for care crisis**						
	He/She can develop a generally valid plan of action for the handling of care crisis for the facility.	☐	☐	☐	☐	☐	
	He/She can assess, to which cooperation partners and in what form (written, verbal, individual persons, working groups, etc.) the plan of action should be communicated to most purposefully.	☐	☐	☐	☐	☐	
3.2	**Network, cooperation and plan of action of the team for crisis/problem situations of individual YP 13/18 or in group care**						
	He/She can develop a multidisciplinary plan of action for future crisis-/problem situations of the YP 13/18 or in the group for whom the learner and the team are responsible, through the inclusion of important facts and documents.	☐	☐	☐	☐	☐	
	He/She can evaluate which external institutions/persons should be included in what form in individual or group crisis- /problem situations.	☐	☐	☐	☐	☐	
	He/She can communicate the implementation of this plan of action to colleagues of the team and external cooperation partners, continuously review and adapt if needed.	☐	☐	☐	☐	☐	
3.3	**Further development of the network and the cooperation of the facility**						
	He/She can evaluate the facility's needs for interdisciplinary and/or facility overlapping cooperation and networking.	☐	☐	☐	☐	☐	
	He/She can develop a valid, general plan of action for external cooperation and networking for the RYCH.	☐	☐	☐	☐	☐	
	He/She can review and adapt the implementation of this plan of action.	☐	☐	☐	☐	☐	
	He/She can evaluate, in which work- and interest groups a participation has a purpose and if he/she should suggest the creation of a new group.	☐	☐	☐	☐	☐	
4	**Innovation in Social Pedagogy, Social Work and Youth Work**	-2	-1	0	+1	+2	ECVET 0.75
4.1	**Collaboration with parents as an innovative approach**						
	He/She can apply communication techniques in an appropriate way according to the situation.	☐	☐	☐	☐	☐	
	He/She can elaborate autonomously a collaboration plan involving the team and parents.	☐	☐	☐	☐	☐	
	He/She can develop innovative approaches (e.g. activating families in their own strengths/educational resources, promoting external aids) to support parents in acquiring more self-esteem.	☐	☐	☐	☐	☐	
4.2	**Traumapedagogy**						
	He/She can use trauma pedagogical conversation skills when evaluating the crisis/trauma severity of YPs and affected people.	☐	☐	☐	☐	☐	
	He/She can develop an action plan in cases of crisis with YPs, using trauma-paedagogical tools (laboratories and activities).	☐	☐	☐	☐	☐	
	He/She can plan proactive collaboration with appropriate external experts to provide care in order to deal with and/or to prevent crisis situations.	☐	☐	☐	☐	☐	
4.3	**Attachment disorders**						
	He/She can develop an action/helping plan in cases of crisis for YPs with attachment disorders involving YPs, parents and external professionals (e.g. psychologists, legal guardians).	☐	☐	☐	☐	☐	

Place & date of issue

Stamp & signature of issuing organisation

Erasmus+

Jugend in Aktion
Österreichische Agentur

INCREASE