CHCMHS007 Work effectively in trauma-informed care

# Modification History

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| --- | --- |
| Release | Comments |
| Release 2 | 2 |

# Application

This unit describes the skills and knowledge required to practice and contribute to the continuous improvement of trauma informed care within a service.

This unit applies to individuals working in the community services and health sectors where services are informed by the knowledge and understanding of central trauma, particularly the impact of interpersonal violence.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
| --- | --- |
| Elements define the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Work from a trauma informed care perspective | 1.1 Apply the key principles and practices of trauma informed care  1.2 Promote physically and emotionally safe environments and relationships with people who have experienced trauma, including preventing traumatisation and re-traumatisation in service settings  1.3 Respond to disclosures of trauma or abuse using trauma-informed care principles  1.4 Respond to trauma-related behaviours and distress using trauma-informed care principles  1.5 Assist individuals affected by trauma to identify personal resources and strengths  1.6 Recognise coping strategies, strengths and adaptations used by individuals who have experienced trauma |
| 2. Utilise self-care strategies | 2.1. Apply self-care strategies to manage personal impacts of re-traumatisation  2.2 Apply self-care strategies to manage vicarious trauma |
| 3. Contribute to the continuous improvement of trauma informed care in services | 3.1 Identify opportunities to embed trauma-informed care in service delivery by reviewing own practice and work environment  3.2 Identify barriers to implementing trauma-informed care and report to appropriate personnel  3.3 Participate in organisation policy development on trauma informed care according to job role  3.4 Identify and participate in strategies to enhance service delivery of trauma informed care  3.5 Invite and respond to feedback from people accessing services on trauma-informed practices |

# Foundation Skills

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| The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance. | |
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| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. | |

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet -

Assessment Requirements for CHCMHS007 Work effectively in trauma-informed care

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# Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

* worked from a trauma-informed care perspective with at least 3 different people who have experienced trauma

# Knowledge Evidence

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 work role. This includes knowledge of:

* legal and ethical considerations (international, national, state/territory, local) for trauma-informed practice, and how these are applied:
* codes of practice
* discrimination
* dignity of risk
* duty of care
* human rights
* informed consent
* mandatory reporting
* practice standards
* privacy, confidentiality and disclosure
* policy frameworks
* records management
* rights and responsibilities of workers, employers and individuals accessing the service
* specific legislative requirements related to trauma
* work role boundaries – responsibilities and limitations
* work health and safety
* trauma and complex trauma, including:
* definitions, causes and impacts
* prevalence in the general population and in service settings
* impacts on development
* dynamics of interpersonal violence and trauma
* coping and adaptation strategies
* risks and causes of re-traumatisation, particularly when accessing services
* the role of triggers, flashbacks and re-victimisation
* gender differences in how trauma-informed care is applied
* beliefs and attitudes about interpersonal violence and how they influence service access
* values, core principles and features of trauma-informed care, including:
* understanding trauma and its impact
* promoting safety in environments and relationships
* ensuring cultural competence
* supporting control, choice and autonomy
* fostering supportive relationships
* promoting belief in recovery
* using strengths based, collaborative practice
* current approaches, models and frameworks used to understand and respond to mental health challenges, and how these relate to trauma-informed practice
* impacts of traumatic events that occur when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint)
* role of triggers and ‘flashback’ (re-experiencing), re-victimisation and re-traumatisation
* referral options and resources available to support self-advocacy
* links between suicidality, self-harm and interpersonal trauma
* self-care strategies for workers

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

# Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>