CHCMHS013 Implement trauma-informed care

# Modification History

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| Release | Comments |
| Release 1 |  |

# Application

This unit describes the skills and knowledge required to promote trauma-informed care, and to develop strategies to address people’s specific trauma needs. Trauma-informed care involves providing services that are informed by the knowledge and understanding of the impact of trauma, in particular interpersonal violence, and varying service practice to reduce the likelihood of re-traumatisation.

This unit applies to work with people with mental health challenges in a range of community services work contexts.

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 | |
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| Elements define the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
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| 1. Work in trauma-informed ways | 1.1 Apply the key principles and practices of trauma-informed care in all interactions  1.2 Develop strong safe relationships and environments that promote a sense of safety, trust, choice and control  1.3 Acknowledge and respond to disclosures of trauma or abuse in a manner that supports safety and trust  1.4 Respond to current distress in ways that reflect an understanding of the impacts of trauma  1.5 Jointly identify the person’s strengths, resilience and range of strategies used to cope with and manage the impact of trauma  1.6 Communicate information about trauma impacts in a way that reflects the person’s cultural background and age  1.7 Work with the person to identify the impact of trauma in the development of mental health issues  1.8 Collaboratively identify and develop strategies to eliminate, minimise and/or manage potential triggers to traumatisation and re-traumatisation in relation to service provision  1.9 Collaboratively record and complete required documentation in ways that minimise likelihood of re-traumatisation | | |
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| 2.1 Develop strategies to address people’s specific trauma needs | 2.1 Collaboratively identify a person’s specific trauma needs  2.2 Assess service capacity to respond to trauma-related needs  2.3 Identify with the person, their need for specialist trauma services and support  2.4 Provide information on a range of services and available supports and foster choice and control for the person  2.5 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral  2.6 Facilitate and support referral for specialist trauma services for the person, with consent  2.7 Follow-up referral to ensure person’s needs are being met | | |
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| 3. Promote trauma-informed practices | 3.1 Incorporate recognition of the impact of trauma in the development of individual support plans  3.2 Reflect on aspects of current service practice and programs to identify areas for improved trauma-informed practice  3.3 Regularly gather feedback from the person and others to identify potential areas for improved trauma-informed service practices  3.4 Identify service policies, procedures or practices that could potentially contribute to traumatisation and re-traumatisation  3.5 Develop change strategies and plans to strengthen trauma-informed practice, in collaboration with a person with lived experience of trauma  3.6 Provide information and resources to other workers that promotes trauma-informed principles and practices in the workplace  3.7 Participate in trauma-informed supervision or peer supervision  3.8 Contribute to the development of policies to reduce or minimise experiences of vicarious trauma | |
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| 4. Maintain safety in practice | 4.1 Take action to maintain safety according to organisational procedures  4.2 Acknowledge limits of own abilities and make referrals as appropriate  4.3 Proactively review programs, services and plans to minimise potential issues or incidents  4.4 Defuse and de-escalate potential incidents by implementing individual plans or service procedures  4.5 Respond and communicate effectively and sensitively to people in distress  4.6 Respond to conflict using conflict resolution and negotiation strategies  4.7 Identify emergency situations and seek assistance according the needs of all those involved  4.8 Implement self-care practices including reflection, supervision and debriefing | |

# Foundation Skills

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| The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance. |
| 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 CHCMHS013 Implement 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:

* provided support and developed strategies informed by trauma-informed care and recovery-oriented practice, for at least 3 different people who have experienced trauma
* included at least one example involving domestic, family or sexual violence

# 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 related practice, and how these are applied in organisations and individual practice:
* 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 people accessing services
* specific legislative requirements related to trauma
* work role boundaries – responsibilities and limitations
* work health and safety
* trauma, including:
* prevalence of trauma in the general population and with service users
* definitions and descriptions of trauma and complex trauma, including causes, types and impacts
* intergenerational trauma
* how trauma impacts development of those affected
* the dynamics of interpersonal violence and the relationship to trauma
* the way individuals cope and manage the impact of trauma
* the potential for and causes of re-traumatisation, in particular in accessing or receiving services
* evidence-based practice at national and international level for implementing trauma-informed services
* significance of loss and grief for people who have experienced trauma
* gender-responsive approaches in trauma-informed care
* common beliefs and attitudes about people who experience interpersonal violence and how these affect access to services
* values, core principles and features of trauma-informed care and practice, including:
* understanding trauma and its impact
* promoting safety in environments and relationships
* ensuring cultural competence
* supporting control, choice and autonomy
* fostering supportive relationships
* promoting the belief that recovery is possible
* promoting strengths-based, collaborative practices
* impacts of traumatic experiences during service access or delivery, 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
* descriptions of the common biological, psychological and social impacts of trauma, and the impacts of trauma on:
* person’s sense of self
* development of mental health challenges and expression of distress
* relationships, including relationships with service providers
* principles and practices of trauma-informed care, including:
* strategies to minimise and respond to vicarious trauma
* strategies to promote trauma-informed practices in the workplace
* strategies for change management
* change management theories and frameworks
* conflict resolution and negotiation techniques
* peer supervision, reflective practice and their role in trauma-informed mental health work

# 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, 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>