Assessment Requirements for CHCMHS013 Implement trauma informed care

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 that reflect the principles of trauma informed care and recovery oriented practice to address the needs of at least 3 different people who have experienced trauma, including interpersonal 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 clients

- 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 of trauma and complex trauma and its impacts
  - 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 to implement trauma informed services
- significance of loss and grief for people who have experienced trauma
- gender differences in the application of trauma informed care
- common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services
- values and 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 healthy supportive relationships
  - promoting the belief that recovery is possible
  - promoting strengths based, collaborative practices
- 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
- nature of trauma
  - definitions and descriptions of the range of events and circumstances that constitute trauma
  - intergenerational 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 issues and in the expression of current distress
  - relationships, including service provider relationships
- 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 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, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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