



Australian Government

Department of Education, Employment and Workplace Relations

CHCPW404A Work effectively in trauma informed care

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required by individuals to practice trauma informed care.

Application of the Unit

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- Work effectively from a trauma informed care perspective

- 1.1 Create safe environments and relationships with those affected by trauma
- 1.2 Apply the key principles and practices of trauma informed care
- 1.3 Respond appropriately to disclosures of trauma
- 1.4 Respond appropriately to expressions of trauma
- 1.5 Identify resources and strengths within individuals who have experienced trauma
- 1.6 Identify resources and supports within the community for people who have experienced trauma

- Utilise *self-care strategies*

- 2.1. Apply self-care strategies in managing *re-traumatisation*
- 2.2 Apply self-care strategies in managing *vicarious trauma*

3. Contribute to the continuous improvement of trauma informed care in services

- 3.1 Reflect upon own practice and work environment to embed trauma informed care and practice in service delivery
- 3.2 Identify *barriers to implementing trauma informed care and practice* and refer to appropriate/senior 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 Respond to stakeholder feedback on trauma informed care service delivery

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Trauma, including:
- Prevalence of trauma in the population
- How trauma impacts over the lifespan
- The dynamics of interpersonal violence and the relationship to trauma
- The way individuals cope and manage trauma
- The potential for and causes of re traumatization
- Definitions of trauma and complex trauma and its impacts
- Definition and impacts of interpersonal violence and its relationship to trauma
- Gender and cultural differences in trauma informed care
- Respectful engagement with individuals, families and communities affected by interpersonal violence, sexual assault and child abuse including child neglect
- Common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services and recovery
- Values and core principles and features of trauma informed care and practice, including:
- A belief that recovery is possible and that healing occurs in healthy and supportive relationships Understanding trauma and its impact
- Promoting safety
- Supporting control, choice and autonomy
- Focusing on strengths
- Ensuring cultural competence
- Impacts of subsequent trauma including seclusion and restraint on people with trauma histories
- Sensory reactivation (triggering), re-victimisation and re- traumatisation
- Strategies for becoming trauma informed, practicing trauma informed care and promoting continuous improvement
- Mutual relationship between trauma informed care and practice and recovery orientated practice
- Organisation policy and procedures related to trauma informed care service delivery
- Practices that build resources and strengths within individuals who have experienced

trauma

- Relevant legal implications and other rights/ obligations and limitations
- Legislation, policies, procedures and guidelines relating to information handling, such as confidentiality, privacy, security, freedom of information
- Social justice principles
- Referral options and resources available to support self-advocacy
- Links between suicidality, self- harm and interpersonal trauma
- Boundary perspectives (worker, client and community)
- Effects of vicarious trauma, possible indicators and strategies to manage vicarious trauma
- Dynamics of power and control and tactics characteristically utilized in interpersonal violence
- Vicarious trauma in the workplace and for the individual worker

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Convey information about trauma informed care and practice to consumers
- Balance warmth and empathy with boundaries and limits
- Apply trauma informed care and policies and practice within job role
- Apply policy and practice for managing vicarious trauma in the workplace
- Promote best practice for the prevention of re-traumatisation
- Use trauma informed assessment tools as required
- Gather feedback on the capacity of services to implement trauma informed care
- Demonstrate an understanding of duty of care requirements
- Perform work within duty of care requirements
- Uphold and support the rights and interests of client groups in the workplace
- Respond in crisis and ongoing care situations
- Identify supportive supervision processes for reflective practice
- Apply oral communication competence in order to represent the interests, rights and needs of the client whilst maximising client autonomy using appropriate language and terminology as relevant to organisation structure
- Written communication skills as required by organisational policies and procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have practiced trauma informed care

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Conditions of assessment:

This unit includes skills and knowledge specific to trauma informed care and practice

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]
- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

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Access and equity considerations:

- All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from cultural and linguistically diverse communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other mental health peer work units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a ‘period of time’ and/or in a ‘number of locations’, any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Self-care strategies* may include:
- Establishing boundaries
 - Identifying boundary violations and transgressions
 - Seeking supervision
 - Awareness of vicarious trauma and self-care strategies
 - Use of arousal reducing strategies
 - Participating in Peer support strategies
 - Following organisational policies and procedures

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Re-traumatisation is defined in this context as:

Re-traumatisation is the re-experiencing of sensations and/or emotions experienced at the time of a single or multiple traumatic events/histories from the past. Re-traumatisation is generally triggered by reminders of previous trauma - sensations, images, sounds, situations and body feelings, which may or may not be potentially traumatic in themselves.

Vicarious trauma is defined in this context as:

Vicarious trauma are changes and stress reactions that can occur in a worker or carer who is overtime, repeatedly exposed to disclosures about trauma or traumatic material. It emerges from witnessing or hearing about other people's suffering and trauma.

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- Participating in Peer support strategies
- Following organisational policies and procedures

Barriers to implementing trauma informed care and practice may include:

- Absence of trauma informed organisation culture
- Organisation/worker using disempowering strategies including:
 - Coercive and involuntary treatment
 - Services that are hierarchical, and non-communicative
 - fragmented service provision
 - Use of restraint and seclusion
 - Lack of available resources
- Using judgement and non-respectful language and approaches
- Using non collaborative approaches e.g. professional controlled or driven service delivery
- Unsupportive work practices
- Absence of evaluation processes

Identify and participate in strategies may include:

- Organisational assessment
- Gather feedback on the capacity of services to implement trauma informed care
- Participate in Trauma Informed supervision of staff

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Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.