

Trauma Informed Care Domains

Domain 1: Knowledge and Skills			
Knowledge refers to the theoretical and practical awareness and understanding of the use of TIC strategies. Skills within this domain reflect the proficiency in delivering TIC strategies in a collaborative, consumer-focused, evidence-based, recovery-oriented and effective manner as an adjunct to professional scope of practice.			
Foundation Staff	Practice Informed Staff	Practitioner	Advanced Practitioner
<p>Knowledge Aware of the 5 principles of TIC.</p> <p>Aware of the prevalence of psychological trauma and how likely it is to come into contact with people exposed to trauma, including consumers and staff.</p> <p>Aware of understanding someone better through the lens of “what happened to you and how did you cope”, rather than “what is wrong with you”.</p> <p>Aware of risks of re-traumatisation and ways MSAMHS can trigger people adversely who have been exposed to trauma.</p>	<p>Knowledge: Knowledge of TI approaches and how to respond appropriately to trauma disclosure including appropriate use of documentation and referral pathways.</p> <p>Knowledge that people choose to disclose for different reasons, in different ways and some may ask for support while others may not.</p> <p>Knowledge that TIC acknowledges the person’s lived experience of trauma as unique to that individual and an understanding that TIC approaches do not have to discuss details of the consumer’s specific trauma, should the consumer not wish to disclose.</p> <p>Knowledge of the association between trauma and the chronic stress response on both mental and physical health (refer also to the Physical Health Care framework).</p>	<p>Knowledge Good knowledge of how older and younger people, those from culturally diverse backgrounds, those with intellectual disabilities can be more vulnerable (e.g. difficulties with access to services and information and continuing trauma exposure).</p> <p>Knowledge of the developmental impact of complex trauma on children, links to communication disorders and the importance of the carer system when working with children who have complex trauma. More specifically being able to adopt a therapy modality that considers the age of the consumer.</p> <p>More in depth understanding of trauma prevalence, and the neurobiology of the brain and the physiology of the body including mechanisms underlying trauma such as pattern matching related to trigger responses.</p> <p>Good knowledge of the mechanisms underlying more complex traumatic responses such as difficulties with memory processing and functioning and dissociation.</p> <p>Good knowledge of the phase-based approach to trauma recovery: safety and stabilisation; processing; and reconnection and integration.</p>	<p>Knowledge High-level understanding of organisational TIC practice and trauma-focused clinical interventions and how the two are aligned but distinct.</p> <p>In-depth knowledge of trauma theory along with contemporary interventions, skills, strategies and practice emerging from recent scientific research.</p> <p>In-depth knowledge of the concept of posttraumatic growth, resilience and focusing on existing strengths and resources with both consumers and staff exposed to trauma.</p> <p>Has completed training in at least one evidence-based trauma-focused clinical therapy.</p>

<p>Basic understanding of how trauma may influence how someone perceives you, how it can impact on how they engage with services, and how their behaviours today may be influenced by past traumatic experiences.</p> <p>Aware that not all traumatic experiences result in someone feeling traumatised.</p> <p>Has completed the foundation level TIC online training module – see training section of this document.</p> <p>Skills Demonstrated ability to speak up to senior staff when observing a practice/environmental factor that is not trauma-informed (TI).</p> <p>Actively promotes a sense of safety with consumers and colleagues.</p> <p>Actively practices self-care, understand the signs of vicarious and secondary trauma.</p>	<p>Knowledge of non-verbal aspects of communication, how this can help to identify triggers, and help people feel safe.</p> <p>Knowledge of the degree to which traumatic events can impact on how people flourish, learn, engage socially, and on their mental and physical health and life chances.</p> <p>Has completed the 4-hour basic trauma skills: safety and stabilisation workshop.</p> <p>Knowledge of how physical environments can impact on consumers who have experienced trauma.</p> <p>Skills Demonstrated ability to offer individualised flexible care plans and approaches.</p> <p>Able to complete a TI formulation in collaboration with consumers and carers with supervision from more experienced staff.</p> <p>Provide appropriate and tailored psychoeducation at the right time on Sympathetic Nervous System activation, Neurobiological effects of trauma, dissociation and heightened threat perception (how individuals impacted by trauma are primed to see danger, aggressions,</p>	<p>Good knowledge of the different effects of stress on the brain including ‘hyperarousal’ and ‘hypoarousal’ and how these would manifest differently, including knowledge of the precision regulation system and relevant resources.</p> <p>Good knowledge and demonstrated competency in adopting evidence-based protocols to support consumers to manage nightmares and flashbacks.</p> <p>Understands the issues of shame and criticism as it specifically relates to trauma and how these emotions can be triggered by services via language and non-verbal communication.</p> <p>Has successfully completed formal training in mindfulness approaches, including introducing mindfulness with consumers as part of a safety and stabilisation stage of support.</p> <p>Good knowledge of how the physical environment of health services can impact on consumers.</p> <p>Skills Can explain the phase-based approach to trauma recovery to consumers, carers and other stakeholders in a way that is reassuring, fosters hope and is practical and relevant to the consumer’s situation.</p> <p>Actively asks about trauma and responds confidently using focused EBP trauma specific strategies, tailoring interventions to the consumer’s needs and current situation e.g. culture, SES, age, IQ, readiness for change. Consideration is given to:</p> <ul style="list-style-type: none"> • Factors impacting on the person’s recovery (substance use, avoidance, financial, work pressures) 	<p>Has good critical understanding of facilitating a trauma-informed organisation as a TIC leader in the community.</p> <p>Skills Provide high-level consultation and intervention to colleagues/teams for consumer’s experiencing complex trauma related difficulties. Highly experienced with the understanding a consumer’s trauma related risk level, response to engagement with services and at times, difficulties associated with graduation from care.</p> <p>Is involved in critical incident reviews to provide advice on TIC perspectives.</p> <p>Leads promotion and guidance on TIC strategies such as appropriate use of language/physical environment considerations at an organisational level.</p> <p>Provides consultation to other staff around longer-term support for consumers with more complex care needs i.e. linkages with external service providers, therapists etc.</p>
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<p>Actively encourages use of TI Acknowledgement to Country statements in the workplace.</p>	<p>threat) and the Window Of Tolerance.</p> <p>Can identify when a Consumer's or colleague's needs are beyond their own scope of practice and seeks appropriate guidance.</p> <p>Engage with consumers to identify triggers.</p> <p>Ability to help consumers to assess current circumstances that are continually/currently traumatic (e.g. ongoing DV situations).</p> <p>Support consumers to become aware of the impact of trauma on their physical health. Also, to support carers at risk of carer fatigue (refer also to Consumer, Carer and Family Engagement Framework).</p> <p>Support consumers to note how they apply adaptive and maladaptive ways of coping to survive – non-judgementally normalise coping strategies with a focus on exploring adaptive coping.</p> <p>Use referral pathways and support consumers to access relevant and appropriate services and supports for recovery, including internal and external services, information and resources.</p>	<ul style="list-style-type: none"> • Focus on establishing autonomy and mastery of skills – recognition of resilience and strengths and promote a sense of hopefulness about recovery • Supporting the establishment of good social connections and supports • Build on adaptive protective factors • Normalise consumer distress, explore ways of coping, recognise increases in distress or dissociation. <p>Ability to screen for dissociative responses in both community and inpatient settings and talking to consumers about dissociative responses and emotional numbing.</p> <p>Practiced in promoting the use of external aids and prompts to counteract memory difficulties, which are often experienced by consumers with active signs of traumatic stress. Encourages colleagues to do the same.</p> <p>Ability to use and interpret appropriate research supported trauma-focused screening tools and assessments.</p> <p>Actively use referral and collaboration with other services to improve overall quality and extent of care for consumers.</p> <p>Looks for and engages in opportunities in the workplace to promote TIC and prioritisation of a trauma aware organisation e.g. trauma focus in a consumer's formulation where indicated, suggesting a TIC strategy and team approach to care planning, or change to the physical environment that promotes feelings of safety and limits triggers, encouraging discussion in MDTR and other clinical meetings about trauma, as well as Window of Tolerance discussion for consumers, etc. to support a broad TIC practice approach.</p>	<p>Leads by example and ensures consumer safety and emergency plans (e.g. PAIP) including a focus on safety and stabilization strategies that assist consumers to regain control, ensuring plans remain current and accessible. Looks for opportunities to encourage the same from colleagues and assists others. Engages in opportunities to promote and provide education and information to external agencies about TIC (e.g., NGOs, GPs, QAS, QPS, private practitioners).</p> <p>Leads evaluation of individual and group therapy programs.</p> <p>Proficient in skills to communicate and train staff on TIC strategies and therapy.</p> <p>Proficient in the application of TIC therapies and strategies.</p> <p>Provide consultation to MSAMHS for promotion of TIC, protocols of TIC supervision and develop and review training for support of staff to use EBP on TIC.</p> <p>Provides advice to MSAMHS regarding opportunities to be</p>
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	Demonstrate a willingness to ask about and compassionately listen to details of trauma, appropriately respond by supporting the consumer to manage and reduce any distress and respond to their immediate needs within scope of practice.	Demonstrated ability to recognise the effects of both complex trauma and PTSD related trauma (and how they are distinct but can occur co-morbidly) as well as formulate and tailor individualised care plans. Provides support to the organisation and team on making physical environment changes that are TI and promote safety and consideration of a consumer's trauma experiences.	a TIC leader and develop linkages with partners/stakeholders (e.g., Metro South Health, medical departments, PHN, universities).
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Domain 2: Autonomy and Supervision			
Autonomy refers to the staff member's capacity to undertake a range of procedures, actions and processes regarding TIC interventions in a manner that is safe, effective and in line with therapy governance practices. Supervision denotes the staff member's level of engagement in receiving and providing supervision on TIC interventions.			
Foundation Staff	Practice informed Staff	Practitioner	Advanced Practitioner
Aware there may be many factors influencing a consumer's	TIC practice is supported by observation/supervision of interventions and formulation i.e.	Independently manages more comprehensive practice, tailoring TIC to a consumer's needs including those with more complex care needs.	Provides consultation, supervision and direct intervention around very complex care needs.

<p>presentation and considers how they may benefit from service wide/available care options.</p> <p>Ask for guidance from more senior staff around issues relating to consumer presentations including formulation and evaluation of consumer needs to better support recovery.</p> <p>Seeks support from line manager and discipline supervisor around issues relating to TIC for consumers.</p>	<p>Participation in regular individual and/or group supervision on TIC.</p> <p>Supported in supervision to measure outcomes of TIC based interventions and review these outcomes with self-reflection.</p> <p>Seeks support from more experienced staff on the application of TIC components of practice.</p> <p>Provides support to consumers to manage safety and minimise risk when providing interventions.</p> <p>Promotes discussion around TIC at a team meeting level.</p> <p>Staff actively work to recognise effects of stress and access support from colleagues, supervisor and line manager for issues of self-care.</p>	<p>Independently manages appropriate collaborative & ethical boundaries when practicing TIC.</p> <p>Guided by and provide guidance to multidisciplinary teams on TIC.</p> <p>Provide and receive regular ongoing individual/and or group supervision on TIC.</p> <p>Participates in delivering manualised TIC group and individual interventions/training with supervision.</p> <p>At a team level, identify the impact of vicarious trauma exposure and promote the expectation of support for staff.</p> <p>Identifies opportunities to promote staff wellness initiatives and other strategies that promote staff health and wellbeing (e.g. TI approach to debriefing, psychological buddy system).</p>	<p>Engages with leaders to promote organisational focus on the value of TIC (including the cost-effectiveness of TIC) and in doing so, influence system change, organisational culture, staff education, staff access to supervision, and guidelines for TIC practice.</p> <p>Promotes, at an organisational level, the importance of quality supervision and professional support for staff in the management of vicarious and secondary trauma. Actively identifies gaps in the organisation or staff in need of additional support.</p> <p>Engages in and provides regular TIC supervision.</p> <p>Leads review and identification of supervision needs for staff on TIC.</p> <p>Leads promotion of TIC and supports MSAMHS to make available TIC and therapies to consumers who need this service.</p>
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Domain 3: Research and Evidence-Based Practice

This domain refers to the staff member's involvement in research on TIC interventions in the service setting. Evidence-Based Practice role includes the level of participation in and/or facilitation of formal and informal evidence-based TIC professional development and training.

Foundation Staff	Practice informed Staff	Practitioner	Advanced Practitioner
<p>Accesses informal mentoring at work from senior staff about general concepts of TIC.</p> <p>Knowledge of and follows organisational guidelines that promote the use of TIC for consumer recovery.</p> <p><u>Clinical and Peer staff only</u> Recruits consumers to current service-based research opportunities and participates in quality improvement initiatives related to TIC.</p>	<p>Has commenced developing knowledge of TIC including reading relevant research and practice principles.</p> <p>Understands the links of using TIC to positive consumer and organisation outcomes and understands where these interventions may be best applied according to EBP.</p> <p>Basic understanding of limitations of interventions.</p>	<p>Has completed formal training/professional development on TIC.</p> <p>Knowledge of and self-directed learning in TIC including scientifically supported education on interventions and assessments.</p> <p>Participates in TIC intervention review, including peer supervision, journal clubs, and program evaluation.</p> <p>Supports more skilled therapists in promoting training and running research opportunities within MSAMHS on TIC.</p> <p>Promotion of TIC EBP at a team level e.g. in case reviews and operational meetings.</p>	<p>Has completed professional development to an advanced level on TIC. Confidently draws on this training and new research and adapts these in the context of providing interventions.</p> <p>Identifies TIC training and education needs of others within the organization.</p> <p>Identifies TIC research opportunities at an organisational level including opportunities to partner with other agencies/stakeholders.</p> <p>Leads research design, implementation and evaluation along with the interpretation of this TIC research data for relevant quality improvement activities.</p>