

## Unit 116: Support Individuals During Emergency Situations

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Level:	3
Unit type:	Optional
Credit value:	3
Guided learning hours:	27

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### Unit Aim

This unit is about providing support for individuals who require emergency health care interventions. The support provided during the period of the intervention may include physical support, practical help and/or comfort and reassurance to individuals. The unit does not include identifying or arranging long term social care, emotional support, counselling or rehabilitation.

### Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification. Evidence for skills within learning outcome 4 must come from real work activities.

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations	1.1 Outline the current legislation, national guidelines, policies and protocols related to supporting <b>individuals</b> during emergency situations
	1.2 Describe the procedures to be followed when identifying, accessing and arranging <b>support</b> for an individual in an emergency situation
	1.3 Explain the roles and responsibilities of self and others when providing personal and emotional <b>support</b> to <b>individuals</b> during emergency situations

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
2 Understand how being involved in an emergency situation can impact on individuals' health and well being, and how the negative effects can be reduced	2.1 Explain the factors which may cause distress to <b>individuals</b> involved in emergency situations and how they can be minimised
	2.2 Explain the need to monitor an <b>individual's</b> emotional and psychological wellbeing following an emergency situation
	2.3 Describe how <b>individuals</b> can be encouraged to <b>support</b> their own health and wellbeing following an emergency situation
3 Understand how to support individuals during emergency situations	3.1 Describe the types of <b>support</b> which may be required in an emergency situation
	3.2 Describe the nature of the <b>support</b> required by the individual
	3.3 Explain own role in relation to the provision of <b>support</b> and the function of the organisation represented
4 Be able to provide support to individuals during emergency situations	4.1 Confirm the individual's identity and gain <b>valid consent</b> before initiating <b>support</b>
	4.2 Communicate with the individual at a pace and level appropriate to their understanding
	4.3 Assess whether the individual has any <b>significant others</b> who may be able to provide additional <b>support</b>
	4.4 Provide and organise physical <b>support</b> , and practical help for the individual
	4.5 Ensure that an individual's privacy and dignity is maintained at all times
	4.6 Provide comfort and reassurance to the individual, keeping them informed at all times
	4.7 Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status
	4.8 Seek supervision and assistance for situations beyond agreed competence and authority

## Additional information about the unit

Exemplification of terms used in assessment criteria:

**Individuals** include:

- A child
- A young person
- An adult

**Support:** Support may include:

- Comfort and reassurance
- Immediate physical support
- Immediate practical help.

**Significant others:** significant others may include:

- Family members
- Related/non-related carers
- Close friends or colleagues
- Others with a responsibility for the individual such as those acting in loco parentis or power of attorney.

**Valid consent:** must be in line with agreed UK country definition, may include:

- The individual must have the mental capacity to make the decision
- The individual must have sufficient non-bias information to make an informed choice
- The individual must not be pressured into making a decision and must give consent freely.