

## Unit 93: Support Individuals who are Distressed

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Level:	2
Unit type:	Optional
Credit value:	3
Guided learning hours:	21

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### Unit Aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

### 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 outcomes 3-6 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 causes and effects of distress on individuals	1.1 Identify causes of distress
	1.2 Describe signs and symptoms that may indicate an <b>individual</b> is distressed
	1.3 Explain how distress may affect the way an <b>individual</b> communicates
2 Understand potential impacts on own well-being when supporting an individual who is distressed	2.1 Explain how supporting an <b>individual</b> who is distressed may impact on own wellbeing
	2.2 Identify <b>sources of support</b> to manage own feelings when supporting an <b>individual</b> who is distressed
3 Be able to prepare to support individuals who are experiencing distress	3.1 Access information and advice in relation to supporting an <b>individual</b> who is distressed
	3.2 Recognise signs of distress that indicate the need for specialist intervention
	3.3 Describe how to access specialist intervention

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4 Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the <b>individual</b>
	4.2 Work in ways to alleviate an <b>individual's</b> distress
	4.3 Respond to the <b>individual's</b> reactions in a way that shows empathy and reassurance
	4.4 Involve <b>others</b> at appropriate times when supporting an individual who is distressed
5 Be able to support individuals to reflect on incidents of distress	5.1 Encourage the <b>individual</b> to express thoughts and feelings
	5.2 Work with the <b>individual</b> and <b>others</b> to identify triggers for distress
	5.3 Work with an <b>individual</b> and <b>others</b> to manage triggers or alleviate causes of distress
	5.4 Encourage the <b>individual</b> to review ways of coping with distress
6 Be able to record and report on an individual's distress to identify patterns and trends	6.1 Maintain records relating to the <b>individual's</b> distress and the support provided
	6.2 Report on periods of distress in line with agreed ways of working
	6.3 Use information gathered to identify patterns and trends relating to the <b>individual's</b> distress

## Additional information about the unit

Exemplification of terms used in assessment criteria:

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation.

**Preferences** may be based on:

- Beliefs
- Values
- Culture
- Aspirations
- Wishes.

**Others** may include:

- Team members
- Other colleagues
- Line manager
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- Other professionals
- Others who are important to the individual's wellbeing.