

<b>Unit Title:</b>	<b>Support individuals who are distressed</b>
Unit sector reference:	HSC 2012
Level:	Two
Credit value:	3
Guided learning hours:	21
Unit accreditation number:	L/601/8143

## Unit purpose and 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.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand causes and effects of distress	1.1 Identify common <b>causes</b> of distress 1.2 Describe signs that may indicate an <b>individual</b> is distressed 1.3 Explain how distress may affect the way an individual communicates 1.4 Explain how working with an individual who is distressed may impact on own well being	<b>Causes</b> of distress may be: <ul style="list-style-type: none"> <li>• Internal to the individual</li> <li>• Related to support needs</li> <li>• Related to support provision</li> <li>• Related to loss</li> <li>• Related to change</li> </ul> <b>Individual</b> An individual is someone requiring care or support
2 Be able to prepare to support individuals who are experiencing distress	2.1 Access information and advice about supporting an individual through a time of distress 2.2 Establish signs of distress that would indicate the need for specialist intervention 2.3 Describe how to access specialist intervention 2.4 Identify sources of support to manage own feelings when working with an individual who is distressed	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
3 3 Be able to support individuals through periods of distress	3.1 Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs 3.2 Demonstrate ways to alleviate immediate distress 3.3 Adapt support in response to the individual's reactions 3.4 Demonstrate how to involve others in supporting an individual who is distressed	
4 Be able to support individuals to reduce distress	4.1 Encourage the individual to express thoughts and feelings about troubling aspects of their life 4.2 Work with the individual and <b>others</b> to identify triggers for distress 4.3 Work with an individual and others to reduce triggers or alleviate causes of distress 4.4 Encourage the individual to review their usual ways of coping with distress	<b>Others</b> may include: <ul style="list-style-type: none"> <li>• Family</li> <li>• Friends</li> <li>• Advocates</li> <li>• Line manager</li> <li>• Other professionals</li> <li>• Others who are important to the individual's well-being</li> </ul>
5 Be able to record and report on an individual's distress	5.1 Maintain records relating to the individual's distress and the support provided 5.2 Report on periods of distress in line with agreed ways of working	

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 226

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.