

Title:	Support Individuals who are Distressed
Level:	2
Credit value:	3
GLH:	21
Unique Reference Number:	D/616/3025
Sector Subject Area:	1.3 Health and Social Care
Aim:	<p>The aim of this unit is to provide learners with the skills and knowledge to be able to effectively support individuals experiencing distress, including understanding the causes and signs of distress, communicating empathy, managing triggers, accessing specialist support when necessary, and maintaining accurate records in line with care protocols.</p> <p>This unit aim ensures learners are equipped to provide compassionate, person-centred care while managing emotional and psychological challenges effectively, fostering well-being and promoting collaborative approaches to distress.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>This unit must be assessed in accordance with Skills for Health Assessment Principles.</p> <p>Learning Outcomes 3, 4,5 and 6 must be assessed in a real work environment.</p>

Learning outcomes

The learner will:

1. Be able to understand causes and effects of distress on individuals.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the causes and signs of distress in individuals, and how distress can influence communication, in order to support effective and compassionate interactions in care settings.

The learner must:

- 1.1 Identify causes of distress.
- 1.2 Describe signs that may indicate an **individual** is distressed.
- 1.3 Explain how distress may affect the way an individual communicates.

2. Be able to understand potential impacts on own well-being when supporting an individual who is distressed.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the impact of supporting distressed individuals on personal well-being, and to identify sources of support for managing emotions and maintaining personal resilience in such situations.

The learner must:

- 2.1 Explain how supporting an individual who is distressed may impact on own well-being.
- 2.2 Identify **sources of support** to manage own feelings when supporting an individual who is distressed.

3. Be able to prepare to support individuals who are experiencing distress.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to access relevant information and advice for supporting individuals in distress, recognise when specialist intervention is required, and understand the processes for accessing appropriate support.

The learner must:

- 3.1 Access information and advice in relation to supporting an individual who is distressed.
- 3.2 Recognise signs of distress that indicate the need for specialist intervention.
- 3.3 Describe how to access specialist intervention.

4. Be able to support individuals who are experiencing distress.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to communicate empathetically and provide reassurance to individuals in distress, while addressing their immediate needs and involving others when necessary to ensure comprehensive support.

The learner must:

- 4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and **preferences** of the individual.
- 4.2 Work in ways to alleviate immediate distress.
- 4.3 Respond to the individual's reactions.
- 4.4 Involve **others** when supporting an individual who is distressed.

5. Be able to support individuals to manage distress.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to support individuals in expressing their thoughts and feelings, collaboratively identify and manage triggers of distress, and encourage the review of coping strategies to help individuals manage distress more effectively.

The learner must:

- 5.1 Encourage the individual to express thoughts and feelings.
- 5.2 Work with the individual and others to identify triggers for distress.
- 5.3 Work with an individual and others to manage triggers or alleviate causes of distress.
- 5.4 Encourage the individual to review ways of coping with distress.

6. Be able to record and report on an individual's distress.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the importance of maintaining accurate records of an individual's distress and the support provided, and to follow agreed procedures for reporting distress in order to ensure consistent and appropriate care.

The learner must:

- 6.1 Maintain records relating to the individual's distress and the support provided.
- 6.2 Report on periods of distress in line with agreed ways of working.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Individual	Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
Sources of Support	Sources of support may include: <ul style="list-style-type: none"> • Formal support • Informal support • Supervision • Appraisal • Within the organisation • Beyond the organisation
Preferences	Preferences may be based on: <ul style="list-style-type: none"> • Beliefs • Values • Culture
Others	Others may include: <ul style="list-style-type: none"> • Team members • Other colleagues

	<ul style="list-style-type: none">• Those who use or commission their own health or social care services• Families, carers and advocates
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