# U22002 Support individuals who are distressed

## Unit Descriptor:

This unit describes the competence required to support individuals who are distressed.

**The unit describes the essential abilities of:**

- Resolving conflict
- Communicating effectively
- Completing accurate reports and records
- Operating within legal and organisational procedures

## ELEMENT PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

1. Identify aspects of individual’s lives that may cause distress

   1.1 Seek and acquire information, advice and support to prepare you to work with individuals who are distressed.

   1.2 Support individuals to:

   - Identify and **communicate** their thoughts and feelings about the aspects of their lives that cause distress and frustration.
   - Communicate the aspects of their lives where the distress is temporary and those that are continuous.
   - Identify how they usually deal with aspects of their lives that cause distress, and whether these are effective.

1.3 Work with individuals in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs.

1.4 Support individuals who become distressed and frustrated when communicating about aspects of their lives that cause distress.
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<tr>
<td>2.</td>
<td>Work with individuals and others to deal with their distress</td>
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<tr>
<td>2.1</td>
<td>Work with individuals and others to:</td>
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<tr>
<td>2.1.1</td>
<td>Examine areas of the individual’s life where they and <strong>key people</strong> could make changes to minimise and prevent distress.</td>
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<td>2.1.2</td>
<td>Alleviate and remove likely causes of distress.</td>
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<td>2.2</td>
<td>In areas where distress is expected, you support individuals to deal with the distress, and try to minimise the distress to others.</td>
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<td>2.3</td>
<td>Where the individuals, and your knowledge of their needs and circumstances, indicate that they may harm themselves, you work with them, key people and others to prevent this.</td>
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<td>2.4</td>
<td>Seek assistance from others when you are unable to deal with the individual’s distress.</td>
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<td>2.5</td>
<td>Work with others to support individuals when additional support is required.</td>
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<td>2.6</td>
<td>Complete records and reports on the individual’s distress and the actions taken within confidentiality agreements and legal and organisational report requirements.</td>
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<td>3.</td>
<td>Support individuals through periods of stress and distress</td>
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<tr>
<td>3.1</td>
<td>Seek advice to help individuals and <strong>key people</strong> through troubled, stressful and distressed times.</td>
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<td>3.2</td>
<td>Seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved.</td>
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3.3 Support individuals to:

- Understand that being distressed about aspects of their lives is not unusual.

- **Communicate** their thoughts and feelings about their troubles, stress and distressed times.

- Access and use other support systems where you are unable to provide appropriate support.

3.4 Work with individuals who are troubled, stressed and distressed in ways that acknowledge their dignity, culture and beliefs.

3.5 Where the individual’s behaviour causes concern, you report to the appropriate person to deal with this.

3.6 Offer appropriate support to other people who are disturbed by the individual’s expression of **stress and distress**.

3.7 Record and report on events, procedures and outcomes within confidentiality agreements and according to legal and organisational requirements.
RANGE STATEMENT

You must cover the items below:

Element 1: Identify aspects of individual’s lives that may cause distress

A. Communicate using: (Applies to Element 3 also)

(i) the individual’s preferred spoken language
(ii) the use of signs, symbols, pictures,
     writing, objects of reference,
     communication passports
(iii) other non verbal forms of communication
(iv) human and technological aids to communication

Element 2: Work with individuals and others to deal with their distress

B. Key people: (Applies to Element 3 also)

(i) family
(ii) friends
(iii) carers
(iv) others with whom the individual
     has a supportive relationship

Element 3: Support individuals through periods of stress and distress

C. Stress and distress:

(i) loss of all types
(ii) bereavement
(iii) coping with changing conditions
(iv) personal crises
(v) having to re-learn existing skills
(vi) having to develop new skills and
coping strategies
UNDERPINNING KNOWLEDGE AND SKILLS

Values

1. Legal and organisational requirements on equality, diversity, discrimination and rights when supporting individuals who are distressed.

2. How your own values in relation to dealing and coping with stress and distress might differ from those of individuals and key people and how to deal with this.

3. Conflicts that might arise between individuals when key people are distressed and how to deal with this.

4. How to provide active support and promote the individual’s rights, choices and well-being when supporting them when distressed.

Legislation and organisational policy and procedures

5. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals who are distressed.

6. Current local legislation and organisational requirements, procedures and practices for:
   - accessing records and information
   - recording, reporting, confidentiality and sharing information, including data protection
   - supporting individuals who are distressed

7. Health, safety, assessing and managing risks associated with supporting individuals who are stressed, distressed and frustrated.

8. The purpose of and arrangements for your supervision when working with individuals and key people.

Theory and practice

9. Actions to take key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
10. What are the common causes of stress and distress.

11. How stress and distress can affect individuals when undertaking new activities and developing new ways of coping with changes in their lives, needs, conditions and circumstances.

12. Signs and symptoms associated with levels of stress, distress and frustration that indicate specialist intervention generally and specifically for the individuals with whom you are working.

13. How stress and distress can affect how individuals communicate.

14. The impact of stress and distress on key people and others within the care environment in which you work.

15. Methods of supporting individuals to:
   • share with you the aspects of their lives that are troubling them and causing them stress and distress
   • use their strengths, their own potential and that in their network to manage stress and distress
   • cope with stress and distress in a constructive way.
EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.

- The evidence must reflect the policies and procedures of the workplace and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.

- All evidence must relate to your own work practice.

- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

(2) Methods of Assessment

The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you responded to an individual who was in distress, what actions you took and who you passed on information to.

- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you dealt with the individual who was distressed and ensured that they were treated with dignity and respect. You should identify if you sought assistance from another member of staff or from another professional.

- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure that the individual was prepared for treatment in the authorised manner, that you communicated with the individual and explained your actions at all times. It could be written by a specialist nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
• **Assignment/project:** you may have been on a course, for example, counselling, risk assessment training, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.

• **Work products:** you may have recorded your observations of the individual and any changes to their condition in the care plan. Your assessor may be able to use this as evidence for your NVQ.

• **Performance evidence should be demonstrated on at least three (3) occasions.**

  NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.

(3) **Context of Assessment**

• Simulation is NOT allowed for any part of this unit.