## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>ASSESSMENT CRITERIA</th>
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</table>
| 1. Understand causes and effects of distress | 1.1. Identify common *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
1.4. Explain how working with an individual who is distressed may impact on own well being |
| 2. Be able to prepare to support individual 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 |
**Unit Title:** Support Individuals who are Distressed  
**Unit Level:** Two  
**Unit Credit Value:** 3  
**GLH:** 21  
**AIM Awards Unit Code:** PT2/2/EA/007  
**Unique Reference Number:** L/601/8143

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<td>The learner can:</td>
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| 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 others 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 |
| 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 |
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ASSESSMENT INFORMATION
Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION
Centre devised assessment tasks should be approved by the internal verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary
This unit provides the learner with the knowledge and skills required to provide support to individuals through periods of distress. It looks at the causes of distress and how to reduce these triggers as well as the support that can be accessed by both the individual and the carer.

Assessment requirements/recommendations
This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.
Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Indicative Content
Learning Outcome 1
1.1 Causes of distress may be: internal to the individual, related to support needs, related to support provision, related to loss, related to change.
1.2 Individual: An individual is someone requiring care or support.

Learning Outcome 3
3.4 Others may include: family, friends, advocates, line manager, other professionals, others who are important to the individual’s well-being.

Delivery Requirements/Recommendations
Assessment tasks will be devised to meet needs of the learning group and to cover all the criteria.
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<table>
<thead>
<tr>
<th>Owner:</th>
<th>NCFE</th>
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<tbody>
<tr>
<td>Unit Grading Structure</td>
<td>PASS</td>
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<tr>
<td>Sector Subject Areas (SSA)</td>
<td>1.3 Health and Social Care</td>
</tr>
<tr>
<td>Unit Review Date</td>
<td>31/12/2016</td>
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<tr>
<td>Availability for Use</td>
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<td>Restricted organisations</td>
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<tr>
<td>Assessment Guidance</td>
<td>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</td>
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<tr>
<td>Equivalences</td>
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