

SCDHSC0226 - SQA Code HC6L 04

Support individuals who are distressed



Overview

This standard outlines the requirements when you support individuals who are distressed. This involves identifying aspects of individuals' lives that may cause them distress and working with them and others to reduce their distress as far as possible. It also includes supporting individuals during specific periods of stress and distress.

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Performance criteria

Identify aspects of individuals' lives that may cause distress

You must be able to:

- P1 acquire information, advice and support to prepare you to work with an **individual** who is distressed
- P2 support the individual to **communicate** their thoughts and feelings about aspects of their lives that cause frustration, **stress and distress**, including those aspects that are temporary and those that are continuous
- P3 support the individual to identify how they usually deal with aspects of their lives that cause distress and how far these are effective
- P4 work with the individual in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs
- P5 support the individual if they become distressed and frustrated when communicating about their life
- P6 treat information within confidentiality agreements and according to legal and work setting requirements

Work with individuals and others to alleviate their distress

You must be able to:

- P7 work with the individual and **others** to examine areas of the individual's life where they and **key people** could make changes to minimise and prevent distress
- P8 work with the individual and others to alleviate and remove these areas
- P9 support the individual to plan how to deal with their distress in areas where distress is expected
- P10 work with the individual in ways that take account of their dignity, culture and beliefs
- P11 where the individual and your knowledge of their needs and circumstances indicate that they may harm themselves, work with them, key people and others to prevent this
- P12 work in partnership with others when additional support is required to help alleviate distress
- P13 complete records and reports about the individual's distress and how it is being addressed, in accordance with legal and work setting requirements

Support individuals through periods of stress and distress

You must be able to:

- P14 seek advice to help the individual and key people through troubled, stressful and distressed times
- P15 support the individual to communicate their thoughts and feelings

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- about their troubles and to understand that being distressed about aspects of life is not unusual
- P16 support the individual to access information, support systems and other resources that may help them through troubled, stressful and distressed times
 - P17 when the individual is troubled, stressed and distressed, support them in ways that respect their privacy, dignity, culture and beliefs
 - P18 offer appropriate support where other people are disturbed by the individual's expression of stress and distress
 - P19 where the individual's behaviour causes concern for their wellbeing or that of others, take immediate and appropriate action
 - P20 seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved
 - P21 complete records and reports on events, procedures and outcomes in accordance with legal and work setting requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 Work setting requirements on equality, diversity, discrimination and human rights
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your

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experience and expertise

Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

Communication

You need to know and understand:

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

Personal and professional development

You need to know and understand:

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

Safe-guarding

You need to know and understand:

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means

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- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K34 common causes of stress and distress
- K35 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
- K36 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
- K37 how stress and distress can affect the way individuals communicate
- K38 the impact of stress and distress on key people and others within the care environment in which you work
- K39 methods of supporting individuals to share with you the aspects of their lives that are troubling them and causing them stress and distress
- K40 methods of supporting individuals to use their strengths, their own potential and that in their network to manage stress and distress constructively

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

To communicate may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

The **individual** is the person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Stress and distress could be caused by loss of all types; bereavement; coping with changing conditions; personal crises; having to re-learn existing skills; having to develop new skills and coping strategies

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

The candidate and assessor must only sign below when all Performance Criteria and Knowledge points have been met.

Unit assessed as being complete

Candidate's Name:	
Candidate's Signature:	
Date submitted to assessor as complete:	

Assessor's Name:	
Assessor's Signature:	
Date assessed as complete:	

Internal Verification —

to be completed in accordance with centre's IV strategy

Evidence for this Unit was sampled on the following date/s:	IV's Signature	IV's Name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	IV's Signature	IV's Name

Unit completion confirmed

IV's Name:	
IV's Signature:	
Date complete:	