

DK8L 04 (HSC226) Support individuals who are distressed

Elements of Competence

HSC226a	Identify aspects of the individuals lives that may cause distress
HSC226b	Work with individuals and others to deal with their distress
HSC226	Support individuals through periods of stress and distress

About this Unit

For this standard you will need to support individuals who are distressed.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, working with others to support individuals when additional support is required, and taking appropriate action when you are unable to support individuals. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to describe your actions in a particular situation and how you dealt with the individual who was distressed ensuring they were treated with dignity and respect. You might explain to your assessor how you sought assistance from another member of staff or from another professional.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
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 which might arise between when 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 wellbeing when supporting them when distressed.	
Legislation and organisational policy and procedures	
5 Codes of practice and conduct, and 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, UK legislation, and organisational requirements, procedures and practices for: (a) accessing records and information (b) recording, reporting, confidentiality and sharing information, including data protection (c) 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 who are stressed, distressed and frustrated.	
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 Common causes of stress and distress.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Theory and practice (cont)	
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 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.	
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 the way 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: <ul style="list-style-type: none"> (a) share with you the aspects of their lives that are troubling them and causing them stress and distress (b) use their strengths, their own potential and that in their network to manage stress and distress (c) cope with stress and distress in a constructive way 	

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Element HSC226a Identify aspects of individuals lives that may cause distress

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Seek and acquire information, advice and support to prepare you to work with individuals who are distressed.					
2	Support individuals to: (a) identify and communicate their thoughts and feelings about the aspects of their lives that cause distress and frustration (b) communicate the aspects of their lives where the distress is temporary and those that are continuous (c) identify how they usually deal with aspects of their lives that cause distress, and whether these are effective							
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.							
4	Support individuals who become distressed and frustrated when communicating about aspects of their lives that cause distress.							
5	Seek additional support and take appropriate action when you are unable to support individuals.							
6	Treat any information within confidentiality agreements and according to legal and organisational requirements.							

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony

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Element HSC226b Work with individuals and others to deal with their distress

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Work with individuals and others to: (a) examine areas of the individual's life where they and key people could make changes to minimise and prevent distress (b) alleviate and remove likely causes of distress					
2	In areas where distress is expected, support individuals to deal with the distress, and try to minimise the distress to others.							
3	Where the individuals, and your knowledge of their needs and circumstances, indicate that they may harm themselves, work with them, key people and others to prevent this.							
4	Seek assistance from others when you are unable to deal with the individual's distress.							
5	Work with others to support individuals when additional support is required.							
6	Complete records and reports on the individual's distress and the actions taken within confidentiality agreements and legal and organisational requirements.							

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Element HSC226c Support individuals through periods of stress and distress

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Seek advice to help individuals and key people through troubled, stressful and distressed times.							
2	Seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved.							
3	Support individuals to: <ul style="list-style-type: none"> (a) understand that being distressed about aspects of their lives is not unusual (b) communicate their thoughts and feelings about their troubles, stress and distress (c) access information and other resources that may help them through the troubled, stressful and distressed times (d) access and use other support systems where you are unable to provide appropriate support 							
4	Work with individuals who are troubled, stressed and distressed in ways that acknowledge their dignity, culture and beliefs.							
5	Where the individual's behaviour causes concern, take immediate and appropriate action to deal with this.							
6	Offer appropriate support where other people who are disturbed by the individual's expression of stress and distress.							
7	Record and report on events, procedures and outcomes within confidentiality agreements and according to legal and organisational requirements.							

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: