

Unit 38: Support Individuals to Manage Continence

Unit reference number: A/616/3307

Level: 2

Unit type: Optional

Credit value: 3

Guided learning hours: 19

Unit summary

As a care worker, you will be required to support individuals and their carers in the management of continence. In order to carry out your role successfully, you need to have an understanding of the factors that affect the management of continence so that appropriate support can be provided.

In this unit, you will learn about the different degrees of continence that an individual may experience and you will develop an understanding of the level and type of support that may be required. You will learn about the type and range of equipment available for the management of continence, so that you can provide individualised support that respects dignity and promotes the individual as an active partner in their own care or support, rather than a passive recipient (active participation).

You will need to show how you can protect yourself, the individual and their carers from possible infection so understanding the maintenance of personal hygiene is important. Monitoring, recording and reporting on the management of continence also forms an important part of this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand factors that affect the management of continence</p>	<p>1.1 Explain how continence can affect an individual's self-esteem, health and day-to-day activities</p> <p>1.2 List conditions that can affect continence</p> <p>1.3 Explain how continence issues can be transient in individuals</p> <p>1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence</p> <p>1.5 Describe ways to respect an individual's privacy while managing continence</p>
<p>2 Be able to support individuals and their carers to manage continence issues</p>	<p>2.1 Encourage an individual and their carers to express preferences and concerns about continence needs</p> <p>2.2 Support the individual and their carers to understand the effects of lifestyle on continence</p> <p>2.3 Explain how and when to access additional support in relation to the management of continence</p>
<p>3 Be able to support the use of equipment to manage continence</p>	<p>3.1 Access information about continence equipment recommended for the individual</p> <p>3.2 Agree with the individual and their carers preferred times and places for using continence equipment</p> <p>3.3 Agree the level and type of support required for the use of continence equipment</p> <p>3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote active participation</p>

Learning outcomes	Assessment criteria
<p>4 Be able to maintain infection control when supporting individuals to manage continence</p>	<p>4.1 Identify risks that may arise while supporting individuals and their carers to manage continence</p> <p>4.2 Encourage the individual and their carers to maintain personal hygiene while managing continence</p> <p>4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks</p> <p>4.4 Dispose of used equipment and soiled materials</p> <p>4.5 Ensure the environment is clean, tidy and accessible before and after use</p>
<p>5 Be able to monitor, record and report on support for managing continence</p>	<p>5.1 Monitor, record and report on support for managing continence</p>

What needs to be learned

Learning outcome 1: Understand factors that affect the management of continence

Individual

- someone requiring care or support; it will usually mean the person or people supported by the learner.

Continence

- Bladder dysfunction, including possible symptoms.
- Bowel dysfunction, including possible symptoms.

Impact on individual

- Self-esteem:
 - feelings of shame and embarrassment
 - depression and anxiety
 - smell and stains on clothes.
- Health:
 - lack of sleep
 - incontinence-related infections
 - sexual dysfunction.
- Day-to-day activities:
 - social isolation
 - reduced personal activities
 - increased dependency.

Conditions affecting continence

- Congenital structural problems.
- Disorders that affect nerve function of the bladder.
- Overactive bladder disorder.
- Hormonal imbalance.
- Weak pelvic floor muscles.

Transient continence

- Caffeine/fizzy drinks.
- Medication.
- Vaginal or urinary tract infections.
- Constipation.

Personal beliefs and values of individuals and/or carers

- Preferences may be based on religious, personal and cultural beliefs, values of carers and/or individuals.
- Specific care requirements of individuals.

What needs to be learned

Learning outcome 2: Be able to support individuals and their carers to manage continence issues

Expressing concerns and preferences

- Verbal and non-verbal feedback.
- Information about choices.
- Care/support plan.

Effects of lifestyle on continence

- Diet, e.g. level of caffeine intake, fluid intake, carbonated drinks, spicy foods, fibre intake.
- Mobility, e.g. longer time to reach toilet, difficulty with fastenings.
- Use of medication, e.g. side effects of certain medications.
- Exercise, e.g. healthy body weight, pelvic floor exercises.

Accessing support

- How to access support:
 - workplace procedures
 - appropriate professionals, e.g. GP, continence advisors, support groups.
- When to access support:
 - change in health conditions
 - new dysfunction symptoms.

Learning outcome 3: Be able to support the use of equipment to manage continence

Accessing information

- Care/support plans.
- Professional advice.
- Online sources of information.
- Support groups.
- Following agreed ways of working.

Using continence equipment

- Preferred time and place:
 - personal choice, needs and requirements.
- Level and type:
 - care/support plan
 - personal circumstances, e.g. age, medical conditions
 - appropriate equipment, e.g. pads, commode, bedpan, urinal.

Maintaining privacy

- Ways of ensuring dignity and privacy, e.g. knocking before entering a room, regular toileting, use of appropriate equipment, easy and quick access to equipment.
- Involvement of key people/carers.

Active participation

- Way of working that recognise an individual's right to participate in the activities and relationships of everyday life as independently as possible.
- Individual is regarded as an active partner in their own care or support, rather than a passive recipient.

What needs to be learned

Learning outcome 4: Be able to maintain infection control when supporting individuals to manage continence

Possible risks

- Infection and cross-contamination, e.g. repeated urinary tract infections, body waste.
- Skin breakdowns, e.g. overexposure to moisture and chemicals.

Personal protective equipment (PPE), hygiene techniques and safe disposal of equipment/soiled materials

- Legal requirements.
- Standard precautions for infection control and hygiene, e.g. hand washing.
- Promote daily personal hygiene regimes for individual/carers.
- Protective clothing, e.g. disposable gloves and aprons.
- Promoting independence of individual.
- Workplace procedures for safe disposal, e.g. use of yellow bags, red bags with inner dissolvable lining.
- Cleaning equipment and environment following appropriate procedures.

Learning outcome 5: Be able to monitor, record and report on support for managing continence

Monitoring, recording and reporting

- Monitoring:
 - using various methods, e.g. bladder charts, diaries.
- Recording and reporting:
 - agreed ways of working
 - includes policies and procedures.

Information for tutors

Suggested resources

Books

Aldworth C et al – *BTEC National Health and Social Care Student Book 2* (Pearson, 2016) ISBN 9780435183776

Bayliss V, Locke R, Salter E – *Continence Care Pathways* (Wiley-Blackwell, 2009) ISBN 9780470061435

Nolan Y et al – *Health and Social Care Level 2*, 3rd edition (Heinemann, 2011) ISBN 9780435031947

Walsh M et al – *Health and Social Care Diplomas: Level 2 Diploma Candidate Handbook* (Collins Educational, 2011) ISBN 9780007430512

Websites

www.bladderhealthuk.org	Information and guidance on toilet problems and continence.
www.hse.gov.uk	Health and Safety Executive website – information on infections at work.
www.nhs.uk	NHS website – articles, videos and tools from the NHS on various topics, including living with incontinence.
www.ukcs.uk.net	Organisation that promotes knowledge and understanding of incontinence, including the minimum standards in continence care.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3, 4 and 5 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3, 4 and 5.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.