

Unit 39: Providing Agreed Support for Foot Care

Unit reference number: D/616/7348

Level: 2

Unit type: Optional

Credit value: 3

Guided learning hours: 23

Unit summary

Care workers are required to support individuals with their foot and toenail care. This involves following instructions as prescribed by the podiatrist.

In order to support individuals with foot care, you need to have an understanding of the effects of common medical conditions on feet and toenails. It is essential that you know how unsanitary living conditions and unsuitable footwear may affect individuals' feet and toenails.

As part of this unit, you will be expected to demonstrate your knowledge and skills in preparing individuals' feet and the relevant equipment before carrying out prescribed treatments. While performing these treatments, you will need to work in a way that promotes active participation and engagement of the individual. You will also need to know and follow hygiene techniques to minimise the risk of infection. You will need to make sure that individuals are supported throughout the treatment in terms of their understanding of the treatments being administered. Finally, you will be required to record and report on foot-care treatments following agreed ways of working.

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
1 Understand the signs and causes of foot and toenail abnormalities	1.1 Describe the effects of common medical conditions on the feet and toenails 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails
2 Be able to prepare to provide support for assessed foot care needs	2.1 Ascertain information about an individual's assessed foot care needs in line with agreed ways of working 2.2 Ensure the setting for foot care meets the individual's preferences and maintains privacy 2.3 Prepare the equipment required for treatment in line with agreed ways of working 2.4 Prepare the individual's feet for treatment in a way that promotes active participation 2.5 Describe how and when to access additional guidance about assessed foot-care needs
3 Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used in line with agreed ways of working 3.2 Invite feedback from the individual on how their foot care is carried out in line with agreed ways of working 3.3 Explain why advice should not be given unless agreed with the podiatrist

Learning outcomes	Assessment criteria
4 Be able to provide foot care safely	4.1 Carry out agreed foot-care treatments in accordance with instructions 4.2 Operate equipment safely and in accordance with instructions 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks in line with agreed ways of working 4.4 Dispose of waste products safely in line with agreed ways of working
5 Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment 5.2 Record treatments carried out 5.3 Explain how to record any adverse reactions or responses to treatments or dressings 5.4 Report on foot-care treatments, conditions and reactions in agreed ways

Content

What needs to be learned

Learning outcome 1: Understand the signs and causes of foot and toenail abnormalities

Medical conditions

- Conditions, e.g. diabetes, arthritis, peripheral vascular disease, eczema, *hallux abducto valgus* operations.

Living conditions

- Unsanitary conditions, e.g. insufficient feet washing, exposure of sores and cuts to bacterial infection, dirty footwear providing a medium for bacterial growth.

Footwear

- Suitability, e.g. correct foot measurement, wear and tear, material, fitting and fastenings, foot damage leading to ulcers, bruises, infections, gangrene.

Learning outcome 2: Be able to prepare to provide support for assessed foot-care needs

Individual

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

Assessed foot care needs

- Needs and treatments specified for an individual by a podiatrist.

Agreed ways of working

- Includes policies and procedures where they exist.

Ascertaining information

- Possible methods, e.g. using closed questions, inviting the individual to provide more information, checking information provided, observe the feet to ensure accuracy of obtained information.

Preferences and privacy

- Meeting preferences, e.g. gender preferences, personal choice.
- Maintaining privacy, e.g. closing doors, use of screens and blinds, covering of body.

Equipment preparation

- Appropriate equipment, e.g. rasps, files, scissors, forceps, drills, probes, clippers, dressings.
- Health and safety requirements.
- Standard precautions for infection control, e.g. hand washing, PPE.
- Availability of equipment.
- Checking function of equipment in line with manufacturer's instructions.

Preparation of individual's feet

- Follow organisational procedures and practices.
- Importance of communication with the individual during procedure.
- Inviting questions from the individual.

What needs to be learned

Active participation

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

Accessing additional guidance

- Care/support plan.
- Colleagues, supervisors or professional advice, i.e. podiatrist.
- Limitations of own job role.
- Changes or worsening in existing health conditions/foot conditions, e.g. evidence of damage, infections.

Learning outcome 3: Be able to promote the individual's engagement in their own foot care

Promote the individual's engagement

- Providing information:
 - ensuring clear instructions
 - checking understanding
 - providing additional literature if available.
- Receiving feedback:
 - use of informal and formal feedback
 - use of open and closed questions.

Risks of giving advice unless agreed with podiatrist

- Worsening of individual's foot condition.
- Increased risk of trauma.
- Increased chances of complications.

Learning outcome 4: Be able to provide foot care safely

Agreed foot-care treatments

- Follow prescribed instructions.
- Informed consent.
- Treatment plan.
- Safe use of equipment:
 - sterilisation
 - reusable or disposable items
 - sharing of equipment.
- Minimising risks:
 - protective equipment and clothing, e.g. gloves, aprons, shields
 - hygiene techniques, e.g. hand washing.

Safe disposal of waste

- Workplace procedures for safe disposal of waste, e.g. use of colour-coded bags, disposal of sharps.

What needs to be learned

Learning outcome 5: Be able to record and report on foot care

Recording and reporting

- Record of individuals' feet before treatment to include:
 - appearance of skin, e.g. redness, skin breaks
 - appearance of nails, e.g. ingrown
 - web spaces, e.g. ulcers
 - general, e.g. gait.
- Record of treatments carried out or adverse reactions:
 - agreed ways of working
 - includes policies and procedures
 - agreed standardised reporting forms.
- Reporting:
 - in line with agreed ways of working
 - colleagues, team leader and professionals.

Adverse reactions

- Skin reactions.
- Allergic reactions.

Information for tutors

Suggested resources

Books

Fink B, Mizel M – *The Whole Foot Book: A Complete Program for Taking Care of Your Feet* (Demos Health, 2012) ISBN 9781936303243

Frowen P et al – *Neale's Disorders of the Foot Clinical Companion* (Churchill Livingstone, 2010) ISBN 9780702031717

Websites

www.hse.gov.uk	Health and Safety Executive – information and guidance on infections at work
www.nhs.uk	NHS – information on foot care
www.scholl.co.uk	Scholl – information on foot care
www.scpod.org	The Society of Chiropodists and Podiatrists – advice on foot 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.