

Unit 59: Support Individuals to Maintain Personal Hygiene

Level:	2
Unit type:	Optional (Group B2)
Credit value:	2
Guided learning hours:	17

Unit introduction

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Personal hygiene is viewed to be essential, both to maintain health and as a social norm. Often, individuals are unable to meet their own hygiene requirements because of frailty, illness or disability. They then depend on others to support them with this daily activity, which is personal to the individual, having their own particular requirements and standards of cleanliness.

This unit will cover understanding the importance of good personal hygiene; supporting individuals to maintain personal hygiene; and when poor hygiene may be an indicator of other underlying personal issues.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria
1	Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and wellbeing
2	Be able to support individuals to maintain personal hygiene	2.1 Support an individual to understand factors that contribute to good personal hygiene 2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values 2.3 Support the individual to develop awareness of the effects of poor hygiene on others 2.4 Support the preferences and needs of the individual while maintaining their independence 2.5 Describe how to maintain the dignity of an individual when supporting intimate personal hygiene 2.6 Identify risks to own health in supporting an individual with personal hygiene routines 2.7 Reduce risks to own health when supporting the individual with personal hygiene routines 2.8 Identify others who may be involved in supporting the individual to maintain personal hygiene
3	Understand when poor hygiene may be an indicator of other underlying personal issues	3.1 Identify underlying personal issues that may be a cause of poor personal hygiene 3.2 Describe how underlying personal issues might be addressed

Unit content

What needs to be learned

Learning outcome 1: Understand the importance of good personal hygiene

Importance of good personal hygiene

- Promotes and maintains physical health and wellbeing (preventing infection).
- Enhances personal appearance (clean and tidy).
- Conforms to social norms (socially acceptable).
- Requirement of working and learning environments.

Effects of poor personal hygiene on health and wellbeing

- Physical – can predispose to infections (e.g. bacterial, fungal) causing ill health etc.
- Intellectual – lack of understanding about personal hygiene can exacerbate existing medical/health conditions.
- Emotional – can cause low self-esteem and lack of confidence.
- Social – may lead to bullying and social exclusion.

Learning outcome 2: Be able to support individuals to maintain personal hygiene

Factors that contribute to good personal hygiene

- Developing good hygiene routines (e.g. hand hygiene, bathing/showering regularly).
- Maintaining personal grooming (e.g. using deodorant, shaving, clean clothes).
- Using suitable washing facilities that promote privacy.
- Having the required ability, motivation and self-esteem to maintain own personal hygiene.

Addressing personal hygiene issues without imposing own values

- Use tact and diplomacy to raise subject, if individual has poor personal hygiene (e.g. if someone does not wash regularly).
- Benefits of good personal hygiene, if individual is reluctant or refuses to maintain their own hygiene (e.g. report and record refusal).
- Discuss sensitively any issues relating to lack of personal hygiene (e.g. embarrassment, gender-related issues).
- Use gentle encouragement/persuasion if individual lacks cognitive ability, so that they can understand the importance of maintaining personal hygiene (e.g. mental ill health, learning disability).

Awareness of the effects of poor hygiene on others

- Use appropriate health promotion resources (e.g. leaflets, poster, DVD).

What needs to be learned

- Explain how infections can develop, spread and result in disease/ill health (e.g. through physical contact).
- Reasons why others may be reluctant to socialise with individuals who have poor personal hygiene (e.g. due to unpleasant odour).

Support preferences and needs while maintaining individuals' independence

- Use person-centred approach, find out about individuals' needs and wishes (e.g. level of support required, use of preferred toiletries).
- Encourage and facilitate opportunities for self-management (within individual's capabilities).
- Seek individual's opinion about all aspects of their personal care/support being provided (e.g. including intimate care needs).
- Provide the individual with choice, respect and dignity that promotes their comfort and safety (seeking appropriate advice and support if needed).

Maintain the dignity of an individual when supporting intimate personal hygiene

- Discuss with the individual the level of support they require (including reading their care/support plan).
- Ensure facilities provide sufficient privacy to preserve individual's dignity.
- Show respect by keeping individual adequately covered when supporting intimate personal hygiene (e.g. cover exposed areas as soon as possible, after washing/drying).
- Provide care that is consistent with individual's belief, preferences and culture (e.g. may require support from carer of same gender).

Identify risks to own health in supporting an individual with personal hygiene routines

- Assess risks from individual's moving and handling requirements (e.g. following Manual Handling Operations Regulations 1992).
- Assess risks of cross-infection, especially if individual has a transferrable disease/condition (e.g. bacterial, fungal, mites).
- Assess risks of potential allergies to specific products required to meet individual hygiene requirements (e.g. toiletries, protective gloves).

Reduce risks to own health when supporting individual's personal hygiene routines

- Follow organisational policies and procedures (e.g. manual handling may require hoist, sliding equipment).
- Use appropriate personal protective equipment, as provided by employer (e.g. gloves, aprons).

What needs to be learned

- Regular hand hygiene, especially after providing personal care (e.g. hand washing, hand sanitiser).
- Keep updated, attending all training, carrying out personal research, etc.

Identify others involved in supporting the individual to maintain personal hygiene

- Qualified nurse – community nurse, etc.
- Other healthcare professionals – dentist, podiatrist, etc.
- Formal carers – other health and social care support workers.
- Informal carers – family and friends.

Learning outcome 3: Understand when poor hygiene may be an indicator of other underlying personal issues

Underlying personal issues that may be a cause of poor personal hygiene

- Physical disability – following a stroke, chronic illness, e.g. arthritis.
- Cognitive impairment – due to mental ill health, learning disability, etc.
- Health-related concerns – sensitivity to certain products or allergies.
- Environmental factors – no access to adequate hygiene facilities.

Addressing underlying personal issues

- Person-centred care planning focused around the needs of individual.
- Promote active support, encouraging individual participation.
- Providing appropriate aid or adaptations, promoting independence.
- Addressing other issues (e.g. skin allergies, lack of appropriate hygiene facilities).

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

Learning outcome 2 must be assessed in a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Books

Dingwall L – Personal Hygiene Care (Essential Clinical Skills for Nurses) (Wiley-Blackwell, 2010) ISBN 9781405163071

Dougherty L, Lister S and West-Oram A (editors) – *The Royal Marsden Manual of Clinical Nursing Procedures*, 9th edition (Wiley-Blackwell, 2015) ISBN 9781118746677

Websites

www.cqc.org.uk

Care Quality Commission

www.dh.gov.uk

Department of Health & Social Care

www.gov.uk/phe

Public Health England

www.nhs.uk

National Health Service

www.nice.org.uk

National Institute for Health and Care Excellence

www.rcn.org.uk

Royal College of Nursing

www.scie.org.uk

Social Care Institute for Excellence