Unit 4222-224 Support individuals to manage continence (HSC 2016)

Level: **2**
Credit value: **3**
UAN: **J/601/8058**

Unit aim

This unit is aimed at those who work in a wide range of settings.

The unit provides the learner with the knowledge and skills needed to support individuals to manage continence.

It covers the factors affecting continence, the management of continence and the use of continence equipment.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand factors that affect the management of continence
2. Be able to support individuals to manage their own continence
3. Be able to support the use of equipment to manage continence
4. Be able to support continence safely
5. Be able to monitor and report on support for managing continence

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 219.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

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Assessment Criteria

Outcome 1 Understand factors that affect the management of continence

The learner can:

1. explain how difficulties with continence can affect an **individual**'s self esteem, health and their day to day activities
2. list common causes of difficulties with continence
3. explain how an individual's personal beliefs and values may affect the management of continence
4. describe ways to protect an individual's privacy whilst managing continence.

Outcome 2 Be able to support individuals to manage their own continence

The learner can:

1. encourage an individual to express preferences and concerns about continence needs
2. support the individual to understand the effects of **lifestyle** on continence
3. explain how and when to access additional guidance about support for continence.

Outcome 3 Be able to support the use of equipment to manage continence

The learner can:

1. access information about continence equipment recommended for the individual
2. agree with the individual their preferred times and places for using continence **equipment**
3. agree the level and type of support required for use of equipment
4. support the individual to use continence equipment in ways that respect dignity and privacy and promote **active participation**.

Outcome 4 Be able to support continence safely

The learner can:

1. identify **risks** that may arise while supporting continence
2. encourage the individual to maintain personal hygiene whilst managing continence
3. dispose of used equipment and soiled materials safely
4. ensure the environment is clean, tidy and accessible before and after use
5. use protective equipment, protective clothing and hygiene techniques to minimise risks.

Outcome 5 Be able to monitor and report on support for managing continence

The learner can:

1. use agreed processes to monitor continence and support for managing continence
2. record and report on support for managing continence in agreed ways.

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Additional guidance

- An **individual** is someone requiring care or support
- **Lifestyle** factors affecting continence may include:
  - Diet
  - Patterns of eating and drinking
  - Exercise and mobility
  - Use of medication
  - Daily routines
- **Equipment** may include:
  - Pads
  - Commode
  - Bedpan
  - Urinal
- **Active participation** is a 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
- **Risks** may include risks to:
  - The individual
  - The learner
  - Others