

SCDHSC0219

Support individuals to manage continence



Overview

This standard identifies the requirements when you support individuals to manage continence. This includes support to maintain continence and also to use equipment for managing continence.

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Performance criteria

You must be able to:

Support individuals to maintain continence

- P1 support the **individual** to **communicate** their preferences about managing their continence
- P2 encourage the individual to communicate any changes relating to their continence
- P3 check the individual's **care or support plan** for information relevant to maintaining continence
- P4 encourage the individual to make regular use of toilet facilities to enable them to achieve a **pattern of elimination** in line with strategies in their support plan
- P5 monitor the individual's patterns of elimination
- P6 complete records and reports on any changes in the individual's patterns of elimination, in accordance with work setting requirements
- P7 support the individual to select food and drink and to take prescribed medication that will facilitate bowel and bladder action
- P8 work in ways that support the **active participation** of the individual, maximising their self-respect, dignity and privacy

Support individuals to use equipment to manage continence

You must be able to:

- P9 encourage the individual to use recommended clothing, **continence equipment and management techniques** to manage continence
- P10 support the individual to use continence equipment and management techniques correctly and in ways that maximise their self-respect, dignity and privacy
- P11 provide continence equipment at a time and place convenient to the individual's circumstances and preferences
- P12 ensure that the individual knows how to call for help when using continence equipment and management techniques
- P13 **take appropriate action** when the continence equipment and management techniques being used appear to be unsuitable
- P14 ensure that equipment and soiled materials are disposed of safely and in ways which minimise the risk of cross infection
- P15 ensure the environment is clean, fresh and ready for future use
- P16 ensure your own cleanliness and hygiene whilst supporting the individual to use continence equipment and management techniques
- P17 support the individual to maintain their personal hygiene whilst managing their continence

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Knowledge and understanding

You need to know and understand:

Rights

- K1 Work setting requirements on equality, diversity, discrimination and human rights
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

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- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

Communication

You need to know and understand:

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

Personal and professional development

You need to know and understand:

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

Safe-guarding

You need to know and understand:

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K36 legal requirements, policies and procedures for the security and confidentiality of information

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- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K41 the effect which personal beliefs and preferences may have on cleanliness and managing continence
- K42 how your own values in relation to hygiene and continence might differ from those of individuals and how to deal with this
- K43 key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence
- K44 the factors that may contribute to difficulties with continence
- K45 the effects of diet and mobility on continence
- K46 the range of options available for the promotion of continence including continence equipment, exercises, life style, environmental factors
- K47 why individuals should be provided with a means of calling for help when using toilet facilities or continence aids
- K48 the factors that will affect the level of assistance required, e.g. age, medical condition, personal beliefs and preferences etc
- K49 why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

A care or support plan is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication.

Continence equipment and management techniques may include pads; catheter and stoma care; toilet facilities; commodes; bedpan; urinal; pelvic exercises

The **individual** is the person you support or care for in your work

Patterns of elimination: frequency and regularity of bowel and bladder action; output of bodily waste

To **take appropriate action** may include reporting to your line manager; referring the individual to an appropriate person for a re-assessment of their needs

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

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Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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