

Continence

Short Learning Activity

Purpose: Bite Sized Learning

Objective: To Examine your knowledge of continence and assessment and relate learning to a care home environment

Subject - Continence Care

Urinary and faecal incontinence affects one in three people in residential homes and two in three nursing home residents. Poor management can lead to increased stress and distress, pressure ulcers and UTI's. High quality professional assessment equals high quality continence care (NHS England, 2018).

Activity

Relevance to practice

- Consider all the factors required to carry out a continence assessment.
- Think of three physical conditions that may cause incontinence.
- Think about dementia specific clients, what barriers lead to continence? Consider behavioural, social and environmental factors.
- Find a continence care plan. Is it person centred? Does it mention Privacy and Dignity?
- Think about skin care. Can you name two barrier creams? Familiarise yourself with Scottish Excoriation Moisture Related Skin Damage Tool.
- Identify THE difference between stress and urgency.

Follow on learning

- Look up THE BNF. Identify three antimuscarinic medications, consider the pharmacokinetics (what the body does to the drug) and pharmacodynamics (what it does to the body) and side effects.
- Red Flags - Are you aware of the term? Identify potential red flags when assessing urinary incontinence. What actions would you take?

