

Learning Activity: Foot Soak Clinic

<p>Description of Activity:</p>	<p>Students and nursing faculty provide foot soaks to people experiencing homelessness in a community setting. The activity involves a basic skin and foot assessment, soaking and washing feet, and provision of items such as socks and any required first aid items such as band-aids or moleskin. The emphasis is on therapeutic communication and providing a respite from life on the street. Student learning comes from the storytelling that arises when this safe atmosphere is created. Prebrief and debrief with faculty and students are essential to understand and apply the concepts of trauma informed approaches, continuous positive regard, reality-based and patient led care, and suspending judgment. These clinics can be developed through a needs assessment with the unhoused population and local community service providers.</p>					
<p>Keywords:</p>	<p>Clinical, Community setting, foot soak.</p>					
<p>Type of activity</p>	<input type="checkbox"/> Didactic <input type="checkbox"/> Simulation <input checked="" type="checkbox"/> Clinical	<p>Recommendation on when introduced in curriculum?</p>	<input checked="" type="checkbox"/> Early <input checked="" type="checkbox"/> Mid <input type="checkbox"/> End	<p>Suggested Course:</p>	<input checked="" type="checkbox"/> Health Promotion /Assessment/ Fundamentals <input type="checkbox"/> Acute care <input checked="" type="checkbox"/> Chronic care <input type="checkbox"/> Pharmacology	<input checked="" type="checkbox"/> Population/ Community health <input type="checkbox"/> Leadership <input type="checkbox"/> Other:
<p>Competency addressed:</p>	<input checked="" type="checkbox"/> 1. Provide respectful, compassionate, person-centered care for people experiencing homelessness (PEH) <input type="checkbox"/> 2. Evaluate clients for social determinants of health needs, including housing status and related aspects of safety, access to food, social support and other relevant domains <input type="checkbox"/> 3. Collaborate with client and appropriate Interprofessional community members to optimize health in PEH <input checked="" type="checkbox"/> 4. Advocate for improved health for PEH					
<p>Learning Activity:</p>	<p>Development of Clinic</p> <p>Community partners with established relationships with the unhoused population are integral to the development of the foot soak clinic. Perform a preliminary needs assessment to locate organizations that provide consistent services to the unhoused community. Examples include meals, showers, day centers, or resource centers. Make sure to talk with people experiencing homelessness to identify trusted social services where they feel valued and humanized. Since the foot soak clinic is non-medicalized, offering the foot soak clinic at a location where the population utilizes other services provides a direct referral option for guests with a clear medical or dental need.</p> <p>Having a consistent faculty member run the clinic ensures establishment and maintenance of trust within the community. This person will establish trust and rapport with both the local population and community stakeholders. Starting small when implementing a clinic can assist in establishing and deepening relationships with community stakeholders.</p> <p>It is recommended to integrate the experience into the curriculum so all students get this opportunity, but you can start small. The activity fits well into courses that focus on therapeutic communication, mental health, and population health. Student nurse rotations should include preparatory and reflective materials that allow students to examine fears, biases, empathetic</p>					

	<p>responses, and reflection on application to nursing practice. Maintaining a nonmedicalized approach focuses the experience on empathetic listening and human connection.</p> <p>Basic service includes a foot soak in warm water and Epsom salts, washing feet, a foot rub and access to foot powder and provision of clean socks. Supplies, such as toenail clippers, are available for guests to use. It is ideal to have storage space at the site for supplies. Track utilization and maintain an inventory of supplies needed. Local philanthropy and clothing companies can provide sock donations.</p> <p>Example Supply List:</p> <ul style="list-style-type: none"> Lotion Hand sanitizer No rinse soap Foot powder Essential oils: lavender, eucalyptus, peppermint Epsom salts Basins Trash bags (for lining basins) Band-aids (available for community members) Toe nail clippers (available for community members) Sani cloths Towels Chux Non-sterile gloves Children's socks Men's diabetic socks Hand warmers Stools or small chairs Shaker bottles for Epsom salts Tote trays for supplies <p>Example student prebrief: See preparation of the student section below.</p> <p>Example student written reflection assignment:</p> <p>Please reflect on and describe what stood out to you during your rotation with SNT. Did anything surprise you? What kinds of therapeutic communication techniques did you use - what was effective and/or ineffective? What did you see nurses or others do to help promote health or reduce harm (think physical, emotional, spiritual). Anything else you would like to share?</p>
<p>Time Required:</p>	<p>2–4-hour clinical experience</p>
<p>Preparation of the student:</p>	<ol style="list-style-type: none"> 1. Homeless Foot Care Video: https://www.youtube.com/watch?v=NcJrO4Y3js (19 minutes) 2. Components of a foot soak Video made by OHSU students and faculty 3. Street Medicine: Caring for the Homeless with Radical Humility https://www.youtube.com/watch?v=Wajr21K87U0&t=4s (18 minutes) 4. Reflection Prompt: Reflect on your personal and professional encounters with housing insecure or unhoused individuals or working with people experiencing homelessness (PEH). This may include work or your personal life. How have those experiences shaped your views toward people who are unhoused?

Resources:	<p>Richmond, R. & Noone, J. (2020). The impact of a service-learning foot soak experience on nursing students' attitudes towards the homeless. <i>Nursing Forum</i>, 55(2), 236–243. https://doi.org/10.1111/nuf.12421</p> <p>Gardner, J., & Emory, J. (2018). Changing students' perceptions of the homeless: A community service learning experience. <i>Nurse education in practice</i>, 29, 133–136. https://doi.org/10.1016/j.nepr.2018.01.001</p>
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