EWMA Educational Development Programme

Curriculum Development Project

Education Module:

Patient & Wound Assessment

Latest revision: February 2014
ABOUT THE EWMA EDUCATIONAL DEVELOPMENT PROGRAMME

The Programme is designed to assist students and healthcare professionals who work with patients with wounds and related skin conditions and wish to develop and/or increase their knowledge and skills in order to meet patient needs.

Overall, the Programme aims to:

- Provide students and healthcare professionals with the knowledge and skills to equip them to perform their role in the delivery of optimal wound care.
- Provide contemporary, interdisciplinary, product/brand neutral wound management education that is endorsed by EWMA.
- Provide quality standards against which other organisations can evaluate existing wound management programmes.
- Achieve European acceptance by developing an educational framework that is in line with European Commission educational initiatives in order to disseminate best practice in wound care.

ABOUT THE CURRICULUM DEVELOPMENT PROJECT

The Curriculum Development Project is at the heart of the Educational Development Programme. The aim of the Project is to develop a flexible curriculum, consisting of a number of modules.

All modules are based on a standard template but individually focused on a specific aspect of wound management. Each module is developed by a small group consisting of members of the EWMA Education Committee and/or affiliated wound care key specialists. For an updated list of the currently available modules please visit the education sub page at www.ewma.org.

ABOUT THIS MODULE

The Patient & Wound Assessment module aims to:

- Broaden participant’s knowledge and understanding of patient and wound assessment.
- Evaluate strategies to promote effective inter-professional collaborative working for patients with wounds.
MODULE CONTENT

1. Elaborating Body
   European Wound Management Association (EWMA)

2. Date of production of module
   December 2006

3. Latest review date
   February 2014

4. Module intended learning outcomes
   This module provides opportunities for health professionals to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

   **A. Intellectual Skills – Knowledge and Understanding**
   Participants will have knowledge of:
   1. Physiology of normal wound repair and the body’s response to injury.
   2. Physiological differences between acute and chronic wounds.
   3. Assessment of the patient with wounds, and factors that delay wound healing and compromise tissue viability.
   4. Understand the changes in treatment that may be required at different stages of wound healing.
   5. Assessment of pain as experienced by the individual.
   6. Psychosocial impact wounding has on the individual.
   7. The impact of the relevant comorbidities on wound healing, health and social gain.
   8. Organisation of interdisciplinary services available for the assessment and management of patients with wounds.
   9. Understand when to refer to relatives or carer.

   **B. Practical Skills – Skills and Attributes:**
   Participants will be able to:
   1. Discuss the important considerations in the assessment of a patient with a wound.
   2. Evaluate the different approaches used in wound assessment.
   3. Discuss the use of diagnostics in wound management.
   5. Discuss the current evidence related to the documentation of the care of a patient with wounds.
6. Evaluate the psychosocial impact that wounding has on the individual.

7. Demonstrate an understanding of the importance of the provision of multidisciplinary services for the assessment and management of patients with wounds.

8. Recognise when referral should be made to a relevant clinical specialist.

5. Teaching/learning methods & strategies

Acquisition of 4.A & 4.B (see above) is through a combination of lectures, small group workshops and learning in practice throughout the module. There is also the possibility of using e-learning in combination with traditional learning methods. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught and to broaden individual knowledge and understanding of the subject.

6. Assessment methods

Assessment methods will need to vary for each professional group. Understanding will be assessed in a variety of ways i.e. open discussion, formal written exercises, case studies, practice work-books. Throughout, the learner is expected to consolidate the development of practical skills / management skills in the clinical setting.

7. Unit content

A. Overview / epidemiology

Prevalence and incidence of acute and chronic wounds
The human and financial costs associated with wound care
National/International guidelines

B. Anatomy

Skin and associated structures

C. Pathophysiology

The physiology of wound healing and tissue repair
Physiological differences between acute & chronic wounds
Risk factors associated with delayed wound healing

D. Principles of patient care

Principles of assessment
Defining concepts/assessment areas
Use of diagnostics
Reliability/validity/sensitivity/specificity
Objective versus subjective assessments
Role and capabilities of computer software in the assessment of chronic wounds
Importance of documentation
Evaluate the outcome of applied procedures
Legal requirements

E. Pain
The scope of pain in wounds
Identify common causes of pain e.g. infection, articular-rheumatoid pain, immobilisation, contracture, neuropathy
Professional issues in pain assessment
Pain models
Treatment of pain
Dimensions of pain

F. Prevention
Identification of risk factors associated with delayed wound healing
Health promotion

G. Practical skills - Assessment
General assessment of e.g. patient factors, lifestyle factors, psycho-social factors

H. Practical skills – Local wound assessment
Wound classification (acute, chronic and other wounds),
Diagnostics, measurement techniques, linear measurement, wound tracings, area measurement, planimetry, volume/depth measurement, photography
Wound exudate, colour, content, amount, odour
Wound bed, wound colour- red/yellow/black system, granulation tissue, slough, necrosis, epithelialisation
Wound edges, epithelisation, desiccated
Condition of the surrounding skin e.g. allergies, dermatitis, maceration, exoriation
Wound dressings (types, specificity, indications, how and when to change dressing, primary and secondary dressing, indication for antimicrobial dressing)
Debridement
Antiseptic (practical advice)
Compressive therapy
Hyperbaric Oxygen Therapy (HBOT)
Negative Pressure Wound Therapy (NPWT)
Wound assessment tools, paper based/computerised versus observational assessment
Relate assessment to treatment planning/goals – WBP/TIME etc
Staging systems (EPUAP)
Healing progress – recognizing delayed healing
Evaluating outcomes in wound management - measures of health-related quality of life, clinical efficacy, health economics

I. Practical skills – Blood supply
Doppler assessment - Ankle-Brachial Index (ABPI), laser Doppler, trans-cutaneous oxygen measurement, pulse oximetry

J. Practical skills – Nutritional assessment
Nutritional assessment, use of nutritional screening tools, appropriate referral to dietician

K. Practical skills – Pain assessment
Assessing pain, dimensions of pain (sensory, affective and cognitive), use of pain assessment tools - Visual Analogue Scale (VAS), The Verbal Reporting Scale (VRS), neuropathic pain, socio-cultural issues/anxiety, evaluating outcomes in pain management

L. Practical skills - Infection
Definition - contamination, colonisation, critical colonisation and infection
Assessment - principles of assessment, clinical signs of wound infection
Diagnosis - quantitative, qualitative, clinical signs
Indication for local application of antiseptics
Indication for antibiotic therapy

M. Practical skills – Investigations
E.g. blood screening, urine analysis, biopsy, and x-ray

N. Psychosocial aspects of care
Impact of wounds on the individual & society – quality of life issues
Assessment tools – Generic e.g. Medical Outcome Study Short-Form 36 (SF-36), Nottingham Health Profile (NHP), the Sickness Impact Profile (SIP) – specific e.g. Skindex, the Hyland New Ulcer Specific Tool, the Charing Cross Venous Ulcer Questionnaire, the Cardiff Wound Impact Scale
Factors affecting compliance with treatment including case examples of individuals who have effectively failed to comply with treatment strategies
Effective patient education strategies

O. Prevention
Identification of risk factors; general, patient-related, disease related e.g. venous hypertension = venous ulcer recurrence) local tissue and wound related
Health promotion, self-care

P. Education
Education of patient and family
Education of primary/secondary care teams
Education of paramedics

Q. Documentation
Methods of documentation, wound databases, wound/patient assessment tools, care planning.

8. Unit specific learning resources

**Web sites**
www.cochrane.org
www.epuap.org
http://www.ewma.org
http://www.diabetic-foot-consensus.com/
http://www.diabeticfoot.org.uk/
www.nice.org.uk
www.npuap.org
http://www.show.scot.nhs.uk/sign/guidelines/fulltext/55/section7.html
http://www2.york.ac.uk/inst/crd/ehc54warn.htm

**Journals**
Advances in Skin and Wound Care
Diabetes
Diabetes Care
Diabetes Medicine
The Diabetic foot
The Foot in Diabetes
International Journal of Lower Extremity Wounds
Journal of Tissue Viability
Journal of Vascular Surgery
Journal of Wound Care
Phlebology
Wounds
Wounds International