



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.
4. Evaluate the methods of pain assessment and outcome monitoring in pain management for patients with wounds.
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, epithelialisation, 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

<http://www.nlm.nih.gov/medlineplus/tutorials/diabetesfootcare/db029101.html>

www.npuap.org

<http://www.nursing-standard.co.uk/archives/vol14-12/cpd.pdf>

<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