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**EWMA WOUND MANAGEMENT CURRICULA:
UPDATE FOR ESNO CONGRESS
THURSDAY 20-02-2020**

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DIRECTOR MINTUS
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EWMA COUNCIL, EDUCATION COMMITTEE AND EWMA TEACHER
NETWORK



EWMA WOUND CURRICULA

EWMA has published a number of curricula targeting physicians and nurses involved in wound management.

➤ **Curriculum on wound healing for physicians:**

This has been approved by the European Union of Medical Specialists (UEMS). The European Association of Fellows in Wound Healing (EAFWH) now organise courses for physicians based on this curriculum.

➤ **Wound Curricula for Nurses - Post registration qualification wound management, European Qualification Framework (level 5 and 6). EWMA will publish the level 7 curriculum for nurses in May 2020.**

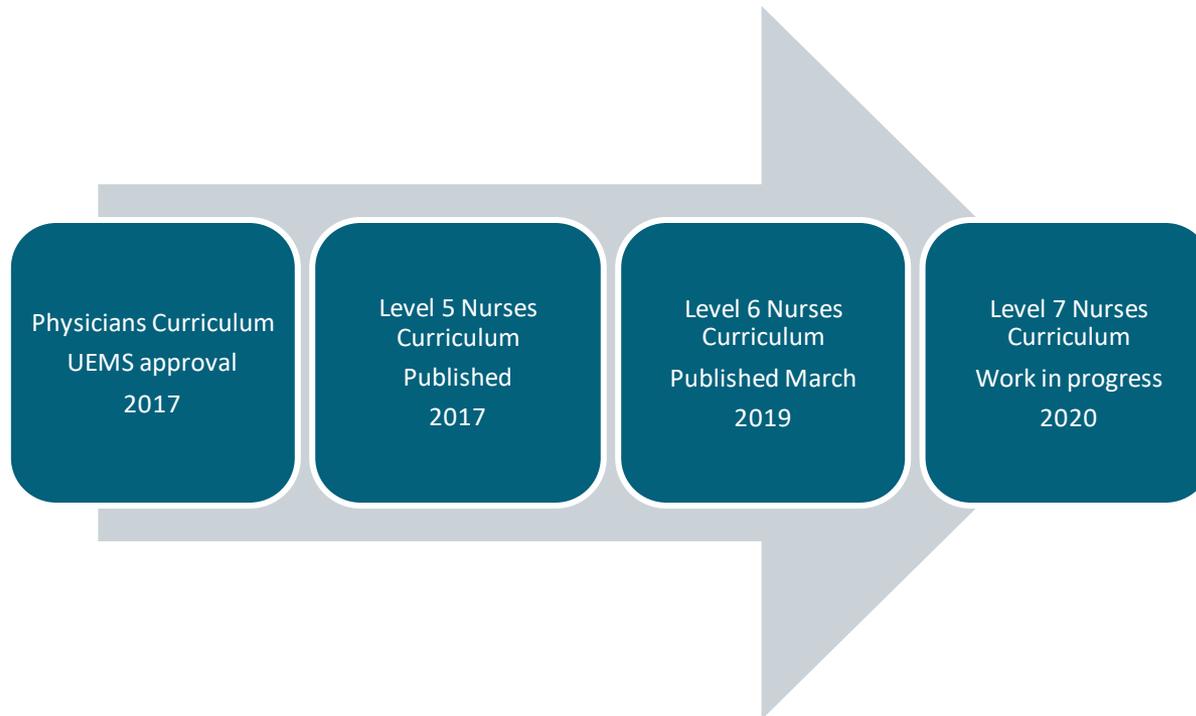
The aim of these is to support a common approach to qualifications in wound management for nurses and physicians across Europe.

EWMA hopes and will work towards a close collaboration with European nurse organisations as well as educational institutions to implement these common curricula.



<https://ewma.org/what-we-do/education/ewma-wound-curricula/wound-curriculum-for-physicians/>

TIMELINE OF CURRICULA DEVELOPMENT



WOUND HEALING CURRICULUM FOR PHYSICIANS

- Work began in 2014
- This has been approved by the European Union of Medical Specialists (UEMS) in April 2017.
- European Association of Fellows in Wound Healing (EAFWH) established in October 2018.
- Official European training requirements for specialisation in wound healing

The curriculum was developed by a working group including the following experts in wound management:

- Robert Strohal, MD (Chair), Austria
- Jan Apelqvist, MD, Sweden
- Mark Collier, RN, UK
- Ida Verheyen Cronau, RN, Germany
- Magdalena Annersten Gershter, RN, Sweden
- Samantha Holloway, RN, UK
- Knut Kröger, MD, Germany
- Andrea Pokorna, RN, Czech Republic



WOUND HEALING CURRICULUM FOR PHYSICIANS

The curriculum includes the fundamentals of the medical field of wound healing as well as information on:

- Causes of chronic wounds
- Clinical assessment
- Development of therapeutic concepts
- Wound prevention
- Collaboration with other specialists, nurses, and health care providers
- Recognition of the value of interdisciplinary team work with regards to optimising treatment for all patients with wounds.

Suitable for:

- General Practitioners
- Angiologists
- Diabetologists
- Dermatologists
- General Surgeons
- Plastic Surgeons
- Geriatricians
- Vascular surgeons

UNIT	EXPECTED MINIMUM WORKLOAD PER UNIT OF STUDY	
	Theoretical Work	Practical Work
UNIT 1 Wounds and Wound Healing	5	4
UNIT 2 Nutrition and Wound Healing	4	2
UNIT 3a Microbiology and Wounds	6	4
UNIT 3b Antimicrobial Agents, Hygiene and Wounds	4	5
UNIT 4 Debridement and Wounds	5	13
UNIT 5 Moist Wound Healing	7	12
UNIT 6 Non-dressing based treatments of Wounds	3	5
UNIT 7 Pressure Ulcers	5	10
UNIT 8 Diabetic Foot Syndrome	4	10
UNIT 9 Lower leg ulcers	5	15
UNIT 10 Documentation	2	3
UNIT 11 Various	5	4
UNIT 12 5 Clinical Cases	25	13
TOTAL	80	100

*The curriculum should be adapted to the content of the relevant post-graduate training programme in which it is included.

EUROPEAN ASSOCIATION OF FELLOWS IN WOUND HEALING (EAFWH)



Aim and Objectives of the Society

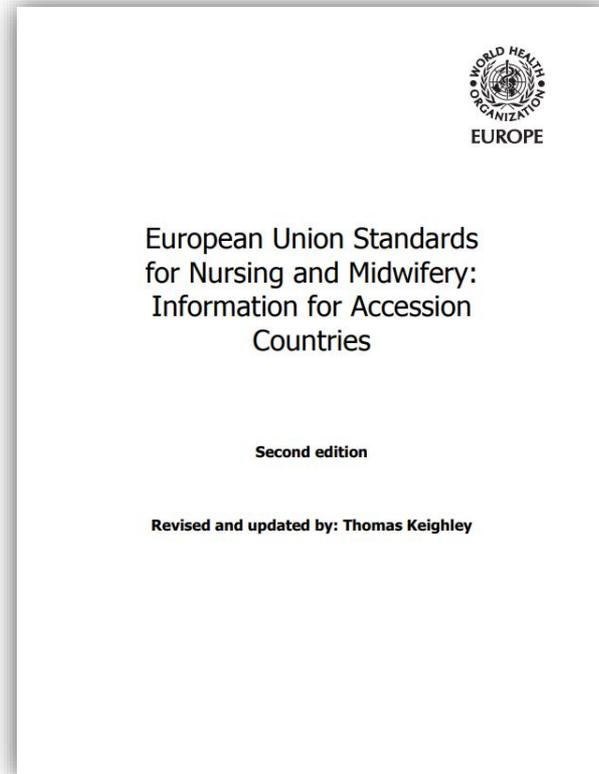
- (1)** The society aims to support and develop the medical field of the “Management of Acute and Chronic Wounds”.
- (2)** The major objective of the Society will be the performance of a regular series of educational courses in the countries of the EU and the EEA.
- (3)** The graduation title awarded by the Society is “European Fellow of Wound Healing”
- (4)** Next to the educational courses, any measures, such as the organisation of congresses and research activities, are possible. Notably, these measures have to serve the charitable preamble of the Society and/or improve the important wound healing field of medicine for the community as a whole and for the affected patients.

<http://eafwh.org/post-graduate-education-in-wound-healing/educational-courses/>



EUROPEAN STANDARDS AND WOUND HEALING CURRICULA FOR NURSES

- As this curriculum is proposed for incorporation into existing programmes in different European countries, specific details of the teaching and learning methods as well as assessment and evaluation methods are not included.
- These should follow the structure used by the education provider while incorporating the content and learning objectives provided in this curriculum according to local legislation and procedures (law and accreditation processes).



Keighley T. European Union Standards for Nursing and Midwifery: Information for Accession Countries. (2nd edn) 2009, <https://tinyurl.com/ya4ufmd9>

CONTEXT OF THE CURRICULA: EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. This approach shifts the focus from the traditional system which emphasises 'learning inputs', such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.

This reflects a wider shift within which the EQF is acting as a catalyst for reforms: most Member States are now developing their own National Qualifications Frameworks (NQFs) based on learning outcomes. Several countries (IE, MT, UK, FR and BE-Flanders) already have one in force.



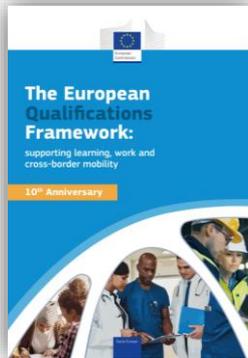
CONTEXT OF THE CURRICULA: EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Level 5 ^[1] The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 ^[2] The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 ^[3] The learning outcomes relevant to Level 7 are	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

<https://ec.europa.eu/ploteus/en/content/descriptors-page>

EUROPEAN QUALIFICATION FRAMEWORK - LEVEL 5

In developing the curriculum there had to be a recognition that in some countries nurse training is college-based (e.g. Germany) rather than provided by a University therefore a level 5 curriculum was needed.



'the formal outcome of an assessment and validation process obtained when a competent body determines that an individual has achieved learning outcomes to given standards'.



Knowledge

In the context of the EQF, knowledge is described as theoretical and/or factual.



Skills

In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Level 5

Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.

A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.



Responsibility and autonomy

In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

Exercise management and supervision in contexts of work or study activities where there is unpredictable change.

Review and develop performance of self and others.

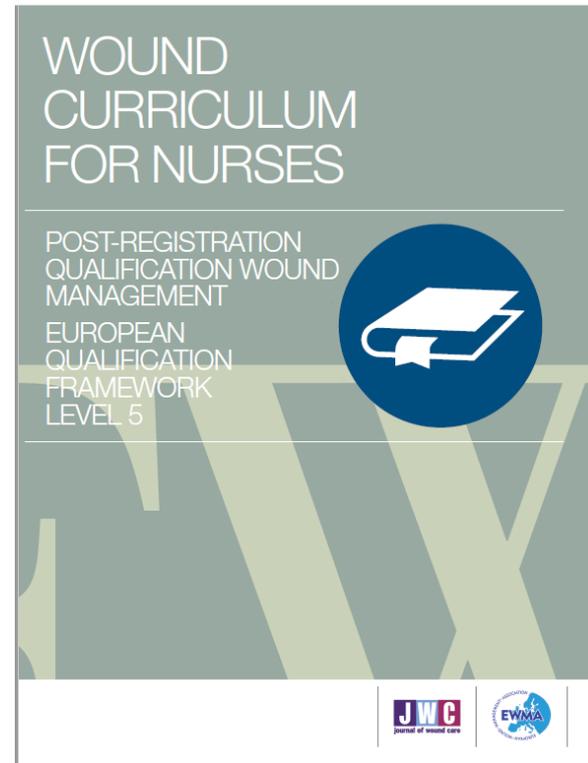
Level 5

WOUND HEALING CURRICULUM FOR NURSES – LEVEL 5

The curriculum was developed by a working group representing different European countries and providers of education.

- Andrea Pokorna, RN, Czech Republic
- Ida Verheyen Cronau, RN, Germany
- Samantha Holloway, RN, UK
- Robert Strohal, MD, Austria

The curriculum summarises the required learning goals related to the **inter-professional** and **interdisciplinary** approach to managing individuals with wounds.



Pokorná A, Holloway S, Strohal R: Wound curriculum for nurses: post-registration qualification wound management - european qualification framework level 5, J Wound Care, 2017. 26, 12, Suppl 12

WOUND HEALING LEVEL 5 CURRICULUM FOR NURSES

Target group

- The minimum requirement is an officially recognised professional role as a general/registered Nurse according to EU legislation (Keighley 2009) with or without a Bachelor of Nursing qualification in the relevant country.
- It is recommended that the nurse should ideally have a minimum of six months vocational training after completion of their basic training.



https://www.123rf.com/photo_34172877_the-target-group.html

WOUND HEALING LEVEL 5 CURRICULUM FOR NURSES

Curriculum Framework

The curriculum is designed in a modular structure. It includes:

- Sixteen units of study with a minimum total of 100 learning units (of 45 minutes duration).
- Self-directed learning based on structured tasks within a health care related environment equal to 50 hours of workload.
- Supervised practice in the workplace. It should include a workload of 50 hours (40 hours for practical skills training and 10 hours for a written report).

Workload (minimum number of hours):

Face-to-face teaching	100 h
Supervised practice	50 h
Work-based learning (self-directed learning)	50 h
Exam (including preparation)	50 h
In total:	250 h

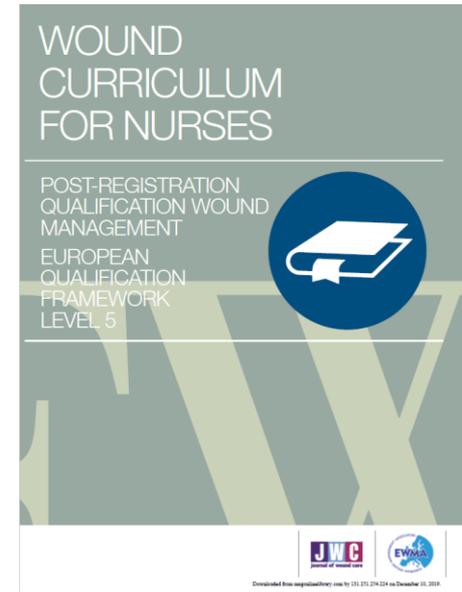
The described learning outcome corresponds to the EQF (European Qualification Framework) level 5.

To convert the workload in European Credit Points (ECTS) conversion tables are available.

The accepted conversion is that 1 credit corresponds to approximately 25–30 hours of the students' workload.

LEVEL 5 - WOUND CURRICULA FOR NURSES

- Learning goals (outcomes) follow Bloom's taxonomy:
 - Knowledge / cognitive
 - Pragmatic / psychomotor skills
 - Awareness / behaviour
- ✓ 16 units of study (including 100 learning units of 45 minutes duration)
- ✓ Self-directed learning (50 hours)
- ✓ Supervised practice
- ✓ Total duration of the curriculum: 1-2 years from commencement



3. Topics/learning goals (units of study)

Unit 1: role of prevention in wound care

Unit 2: evidence-based nursing/evidence-based practice

Unit 3: patient education and promoting self-care

Unit 4: case management (patient-centred care)

Unit 5: wounds and wound healing

Unit 6: nutrition and wound healing

Unit 7: microbiology and wounds

Unit 8: antimicrobial agents, hygiene and wounds

Unit 9: debridement and wounds

Unit 10: moist wound healing

Unit 11: alternative or unconventional treatment options for wounds

Unit 12: pressure ulcers

Unit 13: diabetic foot syndrome

Unit 14: lower leg ulcers

Unit 15: health-care delivery and health economics

Unit 16: documentation

WOUND HEALING LEVEL 5 CURRICULUM FOR NURSES

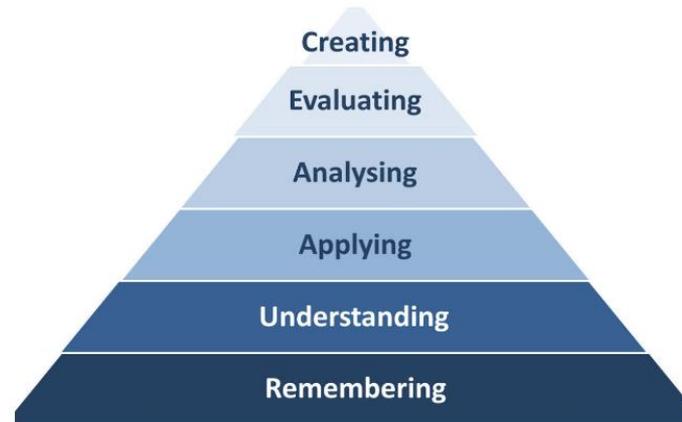
Learning Goals and Outcomes

K: Knowledge/theoretical skills will be tested in an examination

P: Pragmatic skills/application of knowledge will be tested in a practical manner as clinical skills

A: Awareness/behaviour will be assessed as an integrated part of the skills related to the practice

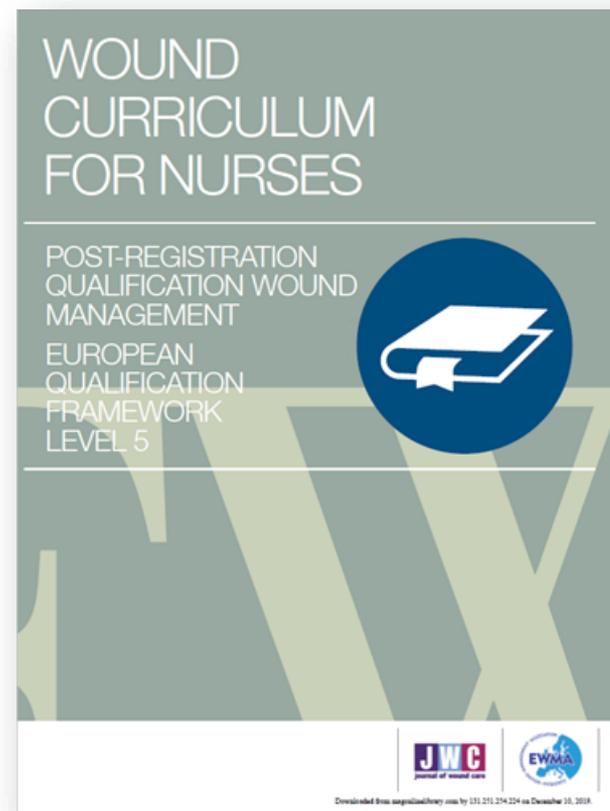
On successful completion of the curriculum the individual will have achieved 10 ECTS in wound management and may be able to seek accreditation according to any additional local legislation in the respective country.



Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or
Evaluating	Making judgments based on criteria and standards through checking and critiquing.
Analysing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing.
Applying	Carrying out or using a procedure through executing, or implementing.
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

LEVEL 5: ESTIMATED HOURS AND LEARNING METHODS

Unit	Expected workload* per unit of study			Exam and preparation
	Lectures (contact hours)	Self-directed learning	Practical work† patient cases	
UNIT 1: Role of prevention in wound care	4	2	Practical work in special wound clinics/centres or by guiding wound patients (i.e. home care agencies providing wound care) ‡	50 hours
UNIT 2: Evidence-based nursing/ evidence-based practice	8	4		
UNIT 3: Patient education and promoting self-care	12	6	50 hours	
UNIT 4: Case management (patient centred care)	8	4		
UNIT 5: Wounds and wound Healing	6	3		
UNIT 6: Nutrition and wound healing	4	2		
UNIT 7: Microbiology and wounds	4	2		
UNIT 8: Antimicrobial agents, hygiene and wounds	4	2		
UNIT 9: Debridement and wounds	4	2		
UNIT 10: Moist wound healing	4	2		
UNIT 11: Alternative treatment options for wounds	6	3		
UNIT 12: Pressure ulcers	10	5		
UNIT 13: Diabetic foot syndrome	8	4		
UNIT 14: Lower leg ulcers	10	5		
UNIT 15: Health-care delivery and health economics	4	2		
UNIT 16: Documentation	4	2		
TOTAL	100	50	50	50



CORE UNITS OF THE LEVEL 5 CURRICULUM AND ESTIMATED HOURS



Unit	Expected workload* per unit of study			Exam and preparation
	Lectures (contact hours)	Self-directed learning	Practical work† patient cases	
UNIT 1: Role of prevention in wound care	4	2	Practical work in special wound clinics/centres or by guiding wound patients (i.e. home care agencies providing wound care) ‡	50 hours
UNIT 2: Evidence-based nursing/ evidence-based practice	8	4		
UNIT 3: Patient education and promoting self-care	12	6		
UNIT 4: Case management (patient centred care)	8	4		
UNIT 5: Wounds and wound Healing	6	3		
UNIT 6: Nutrition and wound healing	4	2		
UNIT 7: Microbiology and wounds	4	2		
UNIT 8: Antimicrobial agents, hygiene and wounds	4	2		
UNIT 9: Debridement and wounds	4	2		
UNIT 10: Moist wound healing	4	2		
UNIT 11: Alternative treatment options for wounds	6	3		
UNIT 12: Pressure ulcers	10	5		
UNIT 13: Diabetic foot syndrome	8	4		
UNIT 14: Lower leg ulcers	10	5		
UNIT 15: Health-care delivery and health economics	4	2		
UNIT 16: Documentation	4	2		
TOTAL	100	50	50	50

*Workload is an indication of the time students typically need to complete all learning activities required to achieve the expected learning outcomes and will include: self-study and examinations in addition to the lectures and practical work already detailed above. The number of hours can be extended according to local didactical requirements, including the pedagogical assessment of the individual study group and individual student needs.

†A student is expected to work in a wound management unit or similar service for a minimum of three months to gain the relevant level of experience.

‡ Wound management unit/institution, this should be a recognised health-care facility that is responsible for managing patients with wounds. This may include health-care services in primary and secondary care.

The curriculum is recommended to have a total duration of 1–2 years from commencement.

EWMA LEVEL 6 WOUND CURRICULUM

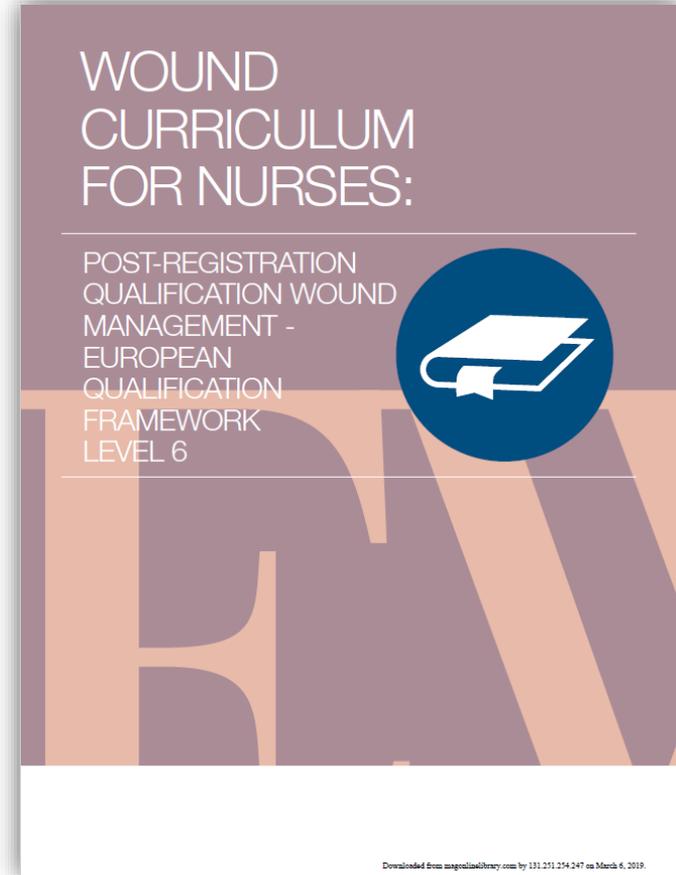
Wound Healing Curriculum for Nurses – Level 6

The curriculum was developed by a working group representing different European countries and providers of education.

- Sebastian Probst, RN, DClinPrac, Switzerland
- Andrea Pokorna, RN, PhD, Czech Republic
- Samantha Holloway, RN, MSc, Reader, UK
- Sara Rowan, RN PgDip, MPhil, Italy

Descriptors defining levels in the European Qualifications Framework (EQF)*			
	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 5 [†] The learning outcomes relevant to Level 5 are:	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 [‡] The learning outcomes relevant to Level 6 are:	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

*The Framework for Qualifications of the European Higher Education Area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle[†]; †The descriptor for the short cycle developed by the Joint Quality Initiative, as part of the Bologna process, (within or linked to the first cycle), corresponds to the learning outcomes for EQF level 5; ‡The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6



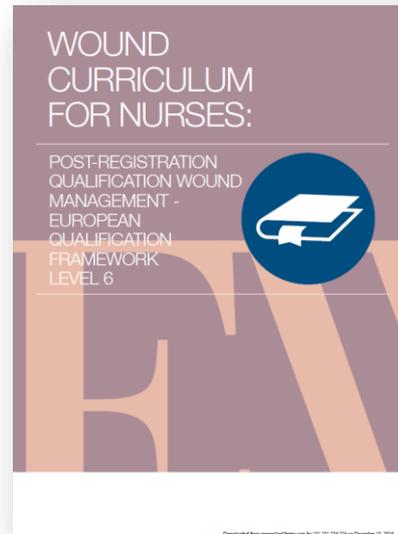
Probst S, Holloway S, Rowan S, Pokorna A: Wound curriculum for nurses: Post-registration qualification wound management – European Qualification Framework level 6, J Wound Care 2019; 28(Suppl 2b):1–33

LEVEL 6 - WOUND CURRICULA FOR NURSES

- ✓ 19 units of study (including 116 learning units)
- ✓ Self-directed learning (50 hours)
- ✓ Supervised practice
- ✓ Total duration of the curriculum: 1-2 years from commencement

3. Topics/learning goals (units of study)

Unit 1: Role of prevention in wound care
Unit 2: Evidence-based nursing/evidence-based practice
Unit 3: Patient education and promoting self-care
Unit 4: Case management (patient-centred care)
Unit 5: Wounds and wound healing
Unit 6: Nutrition and wound healing
Unit 7: Moist wound healing
Unit 8: Microbiology and wounds
Unit 9: Antimicrobial agents, hygiene and wounds
Unit 10: Acute wounds
Unit 11: Debridement and wounds
Unit 12: Alternative or unconventional treatment options for wounds
Unit 13: Pressure ulcers
Unit 14: Diabetic foot syndrome
Unit 15: Lower leg ulcers
Unit 16: Skin tears
Unit 17: Palliative wound care
Unit 18: Health care delivery and health economics
Unit 19: Documentation



Unit 5: Wounds and wound healing

Aim

This unit of study aims to increase the knowledge and understanding of physiological and pathological wound healing.

Learning outcomes

On completion of the unit of study a student will be able to:

K: differentiate between the phases of wound healing

K: define different types of healing

K: explain the connection between wound healing and systemic (intrinsic), extrinsic or local factors

K: define chronic wounds based on their characteristics and causes

K: outline disorders of wound healing and their consequences

K: analyse factors that promote and delay wound healing in relation to patient cases

P: relate the stages of normal healing to the clinical presentation of a wound

P: recognise the characteristics of different wounds in relation to different chronic diseases; such as diabetes (diabetic foot ulcers, DFU) and vascular diseases (leg ulcers, LU)

P: categorise the wound based on standardised criteria

A: value the wound healing pathophysiology as a starting point for treatment, recognition of type of wound bed etc.

A: be aware of the consequences of chronic wounds and the impact they have on a patient's daily life.

WOUND HEALING LEVEL 6 CURRICULUM FOR NURSES

Curriculum Framework

The curriculum is designed in a modular structure. It includes:

- **Nineteen units of study** with a minimum total of **116 learning units** (of 45 minutes duration).
- Self-directed learning based on structured tasks within a healthcare related environment, equal to 50 hours of workload.

Workload (minimum number of hours):

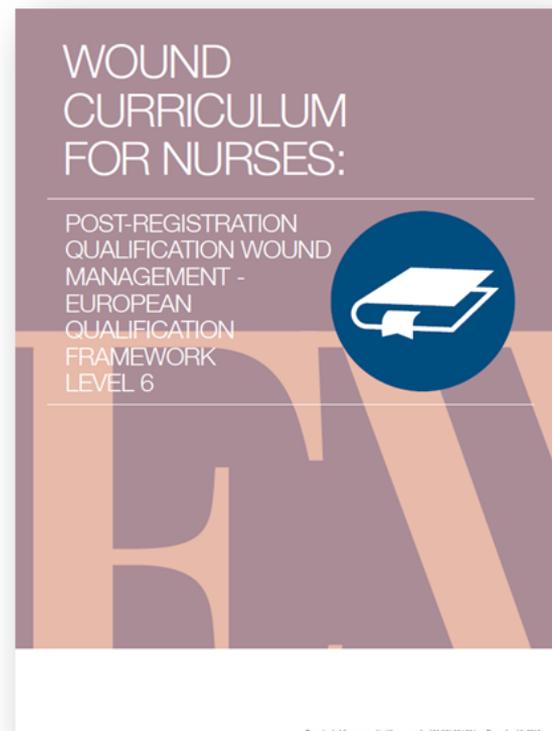
Face-to-face teaching	100 h
Supervised practice	50 h
Work-based learning (self-directed learning)	50 h
Exam (including preparation)	50 h
In total:	250 h

Supervised practice in the workplace:

- ❖ must take place in different healthcare institutions with clinical experience in the management of individuals with chronic/non-healing wounds.
- ❖ should be undertaken by a recognised professional in wound management (according to local or national healthcare institution policies).
- ❖ should include a workload of 50 hours (40 hours for practical skills training and 10 hours for a written report).

LEVEL 6: ESTIMATED HOURS AND LEARNING METHODS

Unit	Expected workload* per unit of study (hours)			
	Lectures	Self-directed learning	Practical work** patient cases	Exam and preparation
UNIT 1: Role of prevention in wound care	4	2	Practical work in special wound clinics/centres*** or by guiding wound patients (i.e. home care agencies providing wound care)	50 hours=
UNIT 2: Evidence-based nursing/evidence-based Practice	8	4	Practical work in special wound clinics/centres or by guiding wound patients (i.e. home care agencies providing wound care) 50 hours	
UNIT 3: Patient education and promoting self-care	12	6		
UNIT 4: Case management (patient centred care)	8	4		
UNIT 5: Wounds and wound healing	6	3		
UNIT 6: Nutrition and wound healing	4	2		
UNIT 7: Moist wound healing	4	2		
UNIT 8: Microbiology and wounds	4	2		
UNIT 9: Antimicrobial agents, hygiene and wounds	4	2		
UNIT 10: Acute wounds	6	4		
UNIT 11: Debridement and wounds	4	2		
UNIT 12: Alternative treatment options for wounds	6	3		
UNIT 13: Pressure ulcers	10	5		
UNIT 14: Diabetic foot syndrome	8	4		
UNIT 15: Lower leg ulcers	10	5		
UNIT 16: Skin tears	4	2		
UNIT 17: Palliative wound care	6	3		
UNIT 18: Healthcare delivery and health economics	4	2		
UNIT 19: Documentation	4	2		
TOTAL	116	59	50	50



CORE UNITS OF THE LEVEL 6 CURRICULUM AND ESTIMATED HOURS



3 additional Units of study:

Acute Wounds, Skin Tears, Palliative Wound Care

Unit	Expected workload* per unit of study (hours)			
	Lectures	Self-directed learning	Practical work** patient cases	Exam and preparation
UNIT 1: Role of prevention in wound care	4	2	Practical work in special wound clinics/centres*** or by guiding wound patients (i.e. home care agencies providing wound care)	50 hours=
UNIT 2: Evidence-based nursing/evidence-based Practice	8	4	Practical work in special wound clinics/centres or by guiding wound patients (i.e. home care agencies providing wound care) 50 hours	
UNIT 3: Patient education and promoting self-care	12	6		
UNIT 4: Case management (patient centred care)	8	4		
UNIT 5: Wounds and wound healing	6	3		
UNIT 6: Nutrition and wound healing	4	2		
UNIT 7: Moist wound healing	4	2		
UNIT 8: Microbiology and wounds	4	2		
UNIT 9: Antimicrobial agents, hygiene and wounds	4	2		
UNIT 10: Acute wounds	6	4		
UNIT 11: Debridement and wounds	4	2		
UNIT 12: Alternative treatment options for wounds	6	3		
UNIT 13: Pressure ulcers	10	5		
UNIT 14: Diabetic foot syndrome	8	4		
UNIT 15: Lower leg ulcers	10	5		
UNIT 16: Skin tears	4	2		
UNIT 17: Palliative wound care	6	3		
UNIT 18: Healthcare delivery and health economics	4	2		
UNIT 19: Documentation	4	2		
TOTAL	116	59	50	50

*Workload is an indication of the time students typically need to complete all learning activities required to achieve the expected learning outcomes and will include: self-study and examinations in addition to the lectures and practical work already detailed above. The number of hours can be extended according to local didactical requirements, including the pedagogical assessment of the individual study group and individual student needs.

**A student is expected to work in a wound management unit or similar service for a minimum of three months to gain the relevant level of experience.

*** Wound management unit/institution, this should be a recognised health-care facility that is responsible for managing patients with wounds. This may include health-care services in primary and secondary care.

The curriculum is recommended to have a total duration of 1–2 years from commencement.

IMPLEMENTATION OF THE CURRICULA



**There was the EWMA Education Session at the EWMA conference in Gothenburg
5 June 2019, 13.45-15.00**

State-of-the art wound education in Europe/standardization of wound education

Implementation of the Level 5 Post-Registration Wound Curriculum for Nurses, Germany

Ida Verheyen-Cronau

Implementation of the Level 5 and Level 6 Post-Registration Wound Curriculum for Nurses, Switzerland

Paul Bobbink and Sebastian Probst

National Wound Care Strategy for England, UK

Dr Una Adderley

Latest news from the standardization of education in wound management for physicians in the EU

Robert Strohal

National Standards for Wound Management Education, Sweden *To be confirmed*

Wound Medicine Curriculum Development in Malaysia *Dr Wan Zuraini*

LEVEL 7 – DRAFT WOUND CURRICULA FOR NURSES

- ✓ 22 (?21) units of study (including 162 learning units)
- ✓ Self-directed learning (50 hours)
- ✓ Supervised practice

Unit 1: Role of prevention in wound care

Unit 2: Evidence and research-based practice in healthcare

Unit 3: Person-centred care and patient education

Unit 4: Wounds and wound healing

Unit 5: Nutrition and wound healing

Unit 6: Moist wound healing

Unit 7: Microbiology, antimicrobial agents, hygiene and wounds

Unit 8: Acute wounds

Unit 9: Debridement and complex wounds

Unit 10: Adjunctive and Advanced therapies in wound management

Unit 11: Pressure ulcers

Unit 12: Diabetic foot ulcers

Unit 13: Lower leg ulcers

Unit 14: Skin tears

Unit 15: Palliative wound care

Unit 16: Atypical wounds

Unit 17: Moisture- associated skin damage (MASD)

Unit 18: Health care delivery and health economics

Unit 19: Documentation

Unit 20: Implementing change: Business skills development

Unit 21: Project management

Unit 22: Final thesis/project/dissertation

Master's degrees are awarded to students who have demonstrated*:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

*https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16

Validation of curriculum currently underway with EWMA Teacher Network members

NEXT STEPS - LEVEL 7 WOUND CURRICULUM

Level 7	<p>Highly specialised knowledge, some of which is at the forefront of knowledge, in a field of work or study, as the basis for original thinking and/or research.</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields.</p>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.</p>
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<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches.</p> <p>Take responsibility for contributing to professional knowledge and practice, and/or for reviewing the strategic performance of teams.</p>	Level 7
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Working group:

- Sebastian Probst, RN, DClinPrac, Switzerland
- Andrea Pokorna, RN, PhD, Czech Republic
- Samantha Holloway, RN, MSc, Reader, UK (Wales)
- Sara Rowan, RN PgDip, MPhil, Italy
- Karen Ousey, PhD, RGN, UK (England)
- Sandra Janssen, RN, MSc, PhD student, Netherlands

FOR FURTHER INFORMATION AND RESOURCES



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Courses endorsed by EWMA
Education Modules
EWMA UCM
Wound survey - undergraduate nurse education
Teacher Network
More links to education resources

EWMA Education Activities

Education has been one of the main focus areas of EWMA since its foundation. Improving education about wound management and wound care is an important element in the realisation of EWMA's main objectives to improve and develop wound management in Europe. The activities within education are coordinated by the EWMA Education Committee.

EWMA Education Modules

The EWMA Conference offers a unique setting for learning. EWMA UCM seeks to utilise exactly

EWMA's curricular framework for developing wound courses and seminars

EWMA endorses education courses, eLearning and seminars within wound healing and management

EWMA Wound Curricula MD and RN

Download the EWMA curricula for nurses and physicians, and read about future plans.

EWMA Wound Management Teacher Network

Join the EWMA initiated network for wound management teachers in Europe.

More links to wound education resources

Additional links to wound management education resources provided by other organisations

EWMA E-learning

EWMA Endorsements

EWMA Wound Curricula

Courses endorsed by EWMA

Education Modules

EWMA UCM

Wound survey - undergraduate nurse education

Teacher Network

More links to education resources

<http://ewma.org/it/what-we-do/education/>

OTHER EWMA RESOURCES

EWMA E-learning

In January 2019, EWMA published a set of e-learning modules on the basics of wound management, targeting healthcare professionals who do not have specialist education and training in the field.

The course was developed by members of EWMA Education Committee and/or affiliated wound care specialists.

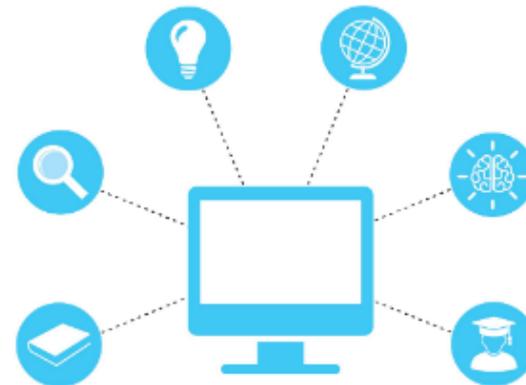
Access the course: [EWMA e-learning platform](#)

These modules

- ▶ Offer a comprehensive and easy-to-follow introduction into basic wound management
- ▶ Present a combination of theory and practical guidance
- ▶ Include quizzes to help you assess your own knowledge

Aim:

- ▶ To support a high level of care in organisations providing treatment and care for individuals with wounds, such as hospitals, nursing homes and home care units
- ▶ To provide materials that may be used in basic wound management education



EWMA E-learning

Module 1: Pathophysiology of wounds

This module aims to provide you with a better understanding of wound care, the essentials of the wound healing phases and moist wound healing.

Author: Sebastian Probst, Switzerland

Module 2: Wound assessment

This module will help you understand the key issues in wound assessment, as it is a crucial part of the planning of wound care and evaluation of wound healing. You will learn how to identify the appropriate objective scales and measures.

Authors: Sella Seppänen, Finland; Luc Gryson, Belgium; Andrea Pokorna, Czech Republic

Module 3: Treatment options - the armentarium of treatment in wound healing

This module will introduce relevant treatment options, including the different generic groups of available materials, a brief introduction to devices used in wound management and some basic principles of wound treatment.

Author: Luc Gryson, Belgium

Module 4: Wound infection

This module will increase your understanding of the nature of infections in wounds, antimicrobial therapies and prophylaxes.

Author: Peter Jäger and Robert Strohal, Austria

Module 5: Debridement

The module will introduce the different types of debridement in patients with various types of wounds. It will help you recognise the specific features of different types of debridement techniques in relation to the type and characteristics of the wound or wound bed.

Author: Andrea Pokorna, Czech Republic

Module 6: Pain in wound management

This module will help you to understand and recognise the impact of pain on the wound patient and how to use the available tools to support the identification and level of pain experienced by the patient.

Author: Andrea Pokorna, Czech Republic

Module 7: Management of palliative wounds

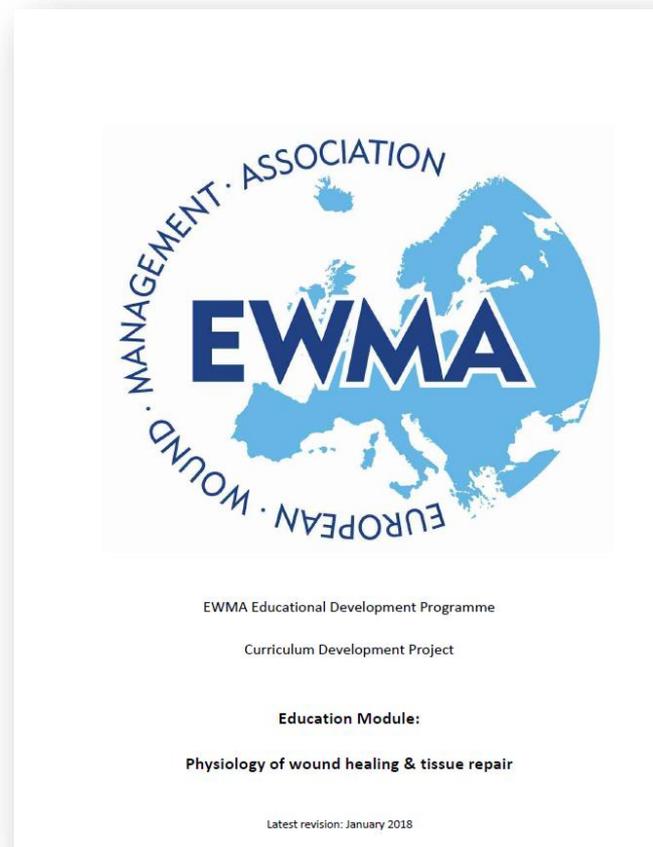
The module will help you understand the importance of wound management in palliative care and identify symptom management in palliative wounds.

Author: Sebastian Probst, Switzerland

EWMA EDUCATION MODULES*

- ▶ Assessment and Management of Skin Tears
- ▶ Assessment and Management of the Diabetic Foot
- ▶ Introduction to Wound Management
- ▶ Assessment and management of lymphoedema
- ▶ Management of Oncology Wounds
- ▶ Management of Traumatic Wounds
- ▶ Patient and Wound Assessment
- ▶ **Physiology of wound healing & tissue repair**
- ▶ Prevention and Management of Leg Ulcers
- ▶ Prevention and Management of Pressure Ulcers
- ▶ Seeking and Appraising Evidence
- ▶ Skin Associated Considerations of Wound Care
- ▶ Wound Infection

*The names of these are likely to change to 'Module Descriptors'



ABOUT THIS MODULE

The Physiology of wound healing / tissue repair module aims to:

- Provide students up to date knowledge of skin and tissue anatomy, biology and biochemistry.
- Provide students up to date knowledge of skin and tissue physiology and healing processes.

THANK YOU FOR YOUR ATTENTION

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