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

LUC GRYSON
DIRECTOR MINTUS
LECTURER CNPV
BELGIAN DEFENSE - MEDICAL COMPONENT MAJOR

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.

TIMELINE OF CURRICULA DEVELOPMENT

- Physicians Curriculum
  UEMS approval 2017
- Level 5 Nurses Curriculum
  Published 2017
- Level 6 Nurses Curriculum
  Published March 2019
- Level 7 Nurses Curriculum
  Work in progress 2020
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 Gershater, 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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Outcomes Relevant to Level</th>
<th>Knowledge and Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</td>
<td>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</td>
<td>Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</td>
</tr>
<tr>
<td>6</td>
<td>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</td>
<td>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</td>
<td>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</td>
</tr>
<tr>
<td>7</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

[https://ec.europa.eu/ploteus/en/content/descriptors-page](https://ec.europa.eu/ploteus/en/content/descriptors-page)
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’.

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

Review and develop performance of self and others.
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.

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.
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).

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
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.

[https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/intended-learning-outcomes/blooms-taxonomy/]
LEVEL 5: ESTIMATED HOURS AND LEARNING METHODS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Expected workload per unit of study</th>
<th>Practical work: patient cases</th>
<th>Exam and preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures (contact hours)</td>
<td>Self-directed learning</td>
<td>Practical work in special wound clinics/centres or by guiding wound patients (i.e. home care agencies providing wound care) 50 hours</td>
</tr>
<tr>
<td>UNIT 1: Role of prevention in wound care</td>
<td>4</td>
<td>2</td>
<td></td>
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<tr>
<td>UNIT 2: Evidence-based nursing/evidence-based practice</td>
<td>8</td>
<td>4</td>
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<td>UNIT 16: Documentation</td>
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<td>2</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>50</td>
<td>50</td>
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</tbody>
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**CORE UNITS OF THE LEVEL 5 CURRICULUM AND ESTIMATED HOURS**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Expected workload* per unit of study</th>
<th>Practical work† patient cases</th>
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<tbody>
<tr>
<td></td>
<td>Lectures (contact hours)</td>
<td>Self-directed learning</td>
<td>Practical work in special wound clinics/centres or by guiding wound patients (i.e. home care agencies providing wound care) ‡</td>
</tr>
<tr>
<td><strong>UNIT 1: Role of prevention in wound care</strong></td>
<td>4</td>
<td>2</td>
<td>50 hours</td>
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<tr>
<td><strong>UNIT 2: Evidence-based nursing/evidence-based practice</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

*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.
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

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
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   Unit 15: Lower leg ulcers
   Unit 16: Skin tears
   Unit 17: Palliative wound care
   Unit 18: Healthcare 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, IU)
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.

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).

Workload (minimum number of hours):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face teaching</td>
<td>100 h</td>
</tr>
<tr>
<td>Supervised practice</td>
<td>50 h</td>
</tr>
<tr>
<td>Work-based learning (self-directed learning)</td>
<td>50 h</td>
</tr>
<tr>
<td>Exam (including preparation)</td>
<td>50 h</td>
</tr>
<tr>
<td>In total</td>
<td>250 h</td>
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</tbody>
</table>
LEVEL 6: ESTIMATED HOURS AND LEARNING METHODS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Expected workload* per unit of study (hours)</th>
<th>Exam and preparation</th>
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<tbody>
<tr>
<td></td>
<td>Lectures</td>
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<td>UNIT 19: Documentation</td>
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<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>116</td>
<td>59</td>
</tr>
</tbody>
</table>

*Expected workload includes both lectures and self-directed learning.
**Practical work includes working in special wound clinics or by guiding wound patients (e.g., home care agencies providing wound care).
CORE UNITS OF THE LEVEL 6 CURRICULUM AND ESTIMATED HOURS

3 additional Units of study:

Acute Wounds, Skin Tears, Palliative Wound Care

<table>
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<tr>
<th>Unit</th>
<th>Expected workload* per unit of study (hours)</th>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 1: Role of prevention in wound care</th>
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<td>Unit 2: Evidence and research-based practice in healthcare</td>
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<td>Unit 3: Person-centred care and patient education</td>
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<td>Unit 4: Wounds and wound healing</td>
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<td>Unit 5: Nutrition and wound healing</td>
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<td>Unit 6: Moist wound healing</td>
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<td>Unit 7: Microbiology, antimicrobial agents, hygiene and wounds</td>
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<td>Unit 8: Acute wounds</td>
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<td>Unit 9: Debridement and complex wounds</td>
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<td>Unit 10: Adjunctive and Advanced therapies in wound management</td>
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<td>Unit 11: Pressure ulcers</td>
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<td>Unit 12: Diabetic foot ulcers</td>
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<td>Unit 13: Lower leg ulcers</td>
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<td>Unit 14: Skin tears</td>
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<td>Unit 15: Palliative wound care</td>
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<td>Unit 16: Atypical wounds</td>
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<td>Unit 17: Moisture-associated skin damage (MASD)</td>
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<td>Unit 18: Health care delivery and health economics</td>
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<td>Unit 19: Documentation</td>
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<td><strong>Unit 20: Implementing change: Business skills development</strong></td>
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<td><strong>Unit 21: Project management</strong></td>
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<td><strong>Unit 22: Final thesis/project/dissertation</strong></td>
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**Validation of curriculum currently underway with EWMA Teacher Network members**
Level 7

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.

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

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
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 armamentarium 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 Jagger 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’

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**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

LUC GRYSON

LUC.GRYSON@MINTUS.BE