



**Wounds Canada Institute (WCI)**  
**Skin Health Advocate and Resource Professional (SHARP) Program**  
**(a.k.a. WCI Super Program #1)**  
**Program Syllabus**

**1. Program Information:**

**Term Dates:** Students may enroll in this program at any time (there is no defined enrollment period). This is a self-paced program. On average, this program takes students 43.5 hours to complete. It is strongly suggested that students attempt to complete all program components within a 12-month period.

**Credits:** Once the student successfully completes all program components and the program evaluation they will receive a Letter of Accreditation from Wounds Canada and, if a minimum of 39.0 hours have been completed (including both outcome measures/assignments), a joint Certificate of Completion in Continuing Professional Development from Wounds Canada and Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto will be awarded. Students may also be eligible to claim the following credits:

- College of Family Physicians of Canada Mainpro+ (1 credit/hour) Group Learning: 12.0 credits (1.5 credits for each webinar)
- College of Family Physicians of Canada Mainpro+ (1 credit/hour) Self Learning: 26.5 credits (asynchronous modules)
- Royal College Maintenance of Certification Section 1: 38.5 hours (12.0 hours for webinars; 26.5 hours for asynchronous modules)
- American Medical Association Category 1: 38.5 credits (12.0 hours for webinars; 26.5 hours for asynchronous modules)
- European Union for Medical Specialists UEMS-EACCME®: 38.5 credits (12.0 hours for webinars; 26.5 hours for asynchronous modules)

**Prerequisites:** None

**Land Acknowledgement**

We acknowledge that Wounds Canada and the Wounds Canada Institute are located on the traditional lands of the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Metis people. We also acknowledge that Toronto is covered by Treaty 13 signed with the Mississaugas of the Credit.

With this, we also acknowledge the health inequities caused by historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and the damaged health systems that remain. As educators we endeavor to contribute toward revealing and correcting miseducation and to work towards the restorative impacts of reconciliation.



**2. Instructor Information:**

**Program Director:** Robyn Evans BSc, MD, CCFP, FCFP

**Email:** [rmejones@rogers.com](mailto:rmejones@rogers.com) (preferred method of communication)

**Program Director:** Crystal McCallum MCISc-WH, BScN, RN

**Phone:** (519) 955-0888

**Email:** [crystal.mccallum@woundscanada.ca](mailto:crystal.mccallum@woundscanada.ca) (preferred method of communication)

**Program Faculty:**

Kristen Backx MCISc-WH, BScN, RN	Devon Jahnke MCISc-WH, D.Ch., CDE, IIWCC
Doug Baron BScPT, IIWCC	David Keast BSc(Hon), MSc, DipEd, MD, FCFP(LM), CCFP, FCFP(LM)
Richard Bishop MN, BScN, IIWCC	Charis Kelly MN, BScN, RN(EC)
Virginie Blanchette PhD, DPM, MSc, BSc	Crystal McCallum MCISc-WH, BScN, RN
<i>Tim Brandys MEd, MD, FACS, FRCSC</i>	Christine Murphy PhD, MCISc-WH, RN, NSWOC®
Karen Campbell PhD, MCISc-WH, BScN, RN, WOCC®	Linda Norton PhD, MScCH, BScOT, OT Reg.(ONT)
Sunita Coelho BSN, RN, IIWCC	Deirdre O’Sullivan-Drombolis MCISc-WH, BScPT
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Robyn Evans BSc, MD, CCFP, FCFP	Kelly Sair MCISc-WH, BScPT
Louise Forest-Lalande MEd, RN, NSWOC	Heidi Smith RN, NSWOC, WOCC®, IIWCC
Pamela Houghton PhD, BScPT	Marlene Varga MSc, BScN, RN
John Hwang MD, FRCSC	Lauren Wolfe MCISc-WH, BSN, RN, NSWOC, CWOCN

**Program Developers\* and Reviewers:**

Richard Bishop MN, BScN, IIWCC	Crystal McCallum* MCISc-WH, BScN, RN
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**3. Program Description:**

To prevent wounds and their complications, it is imperative that front-line health-care clinicians acquire the knowledge to identify patients at risk for wounds and to implement appropriate



preventative and treatment measures, using a systematic approach. Based on the best available evidence, including the content of Wounds Canada's Foundations of Best Practice for Skin and Wound Management documents, the aim of this self-paced, multi-faceted program is to produce health-care clinicians competent in wound prevention and care. This is accomplished by having students complete/participate in:

- 23 highly interactive on-line modules
- 8 synchronous webinars
- 2 robust outcomes measures/assignments
- An asynchronous discussion forum manned by interprofessional faculty

A program agenda can be found in appendix A and webinar agendas in appendix B.

Topics addressed in this comprehensive, longitudinal program include skin and wound anatomy and physiology, the Wound Prevention and Management Cycle, local wound care, and the prevention and management of common wound types, including diabetic foot ulcers, pressure injuries, surgical wound complications, skin tears, venous leg ulcers, burns, peripheral arterial ulcers, and moisture-associated skin damage.

Completion of online modules includes reviewing best practice recommendation documents, watching educational videos, completing knowledge check questions, and reviewing case studies.

Lead by interprofessional faculty, webinars have students discussing their success in applying their new knowledge and enablers and barriers to practice change. Using live polling, students also discuss complex wound cases presented by faculty, demonstrating the application of best practices in the prevention and management of wounds. Live webinars for each wound etiology occur twice annually, with an archived version available for viewing should the student not be able to attend the live session. NOTE: students are not eligible to receive academic credits for the time spent viewing archived webinars.

To successfully complete the program, students must submit two assignments/outcome measures. These assignments have students applying validated risk assessment and screening tools and a wound assessment/measurement tool to three different case studies, and based on their findings, identifying appropriate goals and prevention and/or treatment strategies .

In addition to the online modules, webinars, and assignments/outcome measures, students are encouraged to interact with each other and faculty in the online asynchronous discussion forum. Interprofessional faculty will discuss student questions and post interesting research articles and resources for discussion.

#### **4. Program Objectives:**

Upon completion of this program students will be able to:

- Discuss the basic anatomy and physiology of the skin and its underlying structures
- Describe basic differences in skin and healing relating to age and gender
- Discuss the basic principles of wound healing physiology
- Identify the layers of skin, their appendages and underlying structures



- Describe the structures and functions of the various layers of the skin, appendages and underlying structures, and changes over time
- Discuss the basic principles of wound healing physiology
- Discuss the basic principles relating to the prevention and management of diabetic foot ulcers, pressure injuries, surgical wound complications, skin tears, venous leg ulcers, burns, peripheral arterial ulcers, and moisture-associated skin damage
- Use a systematic approach to effectively prevent or manage the wound types reviewed
- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of the wound types reviewed
- Identify strategies to move forward with implementing best practices in the prevention and management of the wound types reviewed
- Demonstrate the application of best practices in wound prevention and management to using case studies
- Demonstrate the application of a validated risk assessment tool and wound assessment tool in professional practice

## 5. Program Materials:

### Required Resources:

- Orsted, H.L., Rosenthal, S. (Eds.). (2017). *Foundations of Best Practice for Skin and Wound Management*. A supplement of Wound Care Canada. Canadian Association of Wound Care. <https://www.woundscanada.ca/health-care-professional/e-boutique/category/16-ebooks> **(students will be provided access to this eBook)**
- Orsted, H.L., Rosenthal, S. (Eds.). (2021). *BPR Briefs: A Digest Version of Foundations of Best Practice for Skin and Wound Management*. Canadian Association of Wound Care. <https://www.woundscanada.ca/health-care-professional/e-boutique/category/16-ebooks> **(students will be provided access to this eBook)**
- Orsted, H.L., Rosenthal, S. (Eds.). (2022). *Care at Home Series: Preventing and Caring for Your Wounds at Home*. Canadian Association of Wound Care. <https://www.woundscanada.ca/doclink/care-at-home-book-english-1981r1e/eyJ0eXAiOiJKV1QiLCJhbGciOiJIUz11NiJ9.eyJzdWUiOiJjYXJILWF0LWhvbWUuYm9vay1lbmdsaXNoLTE5ODFyMWUuLjYXQiOjE2NjA1ODAzMTEslmV4cCI6MTY2MDY2NjcxMX0.Skt3xGxWRjNw3PHp9gugni7DsWFR7KzqpD7I2SAE2Rc> **(students will be provided access to this eBook)**
- Laptop or desktop computer (1 GB RAM or higher with 8 GB hard disk space free, screen resolution of 1024 x 768 px, and a sound card with external speakers or headphones) with audio and video capabilities (or a computer with the equivalent accessories)
- Internet access, preferably a reliable, high-speed wired connection (LAN, Cable, or DSL)
- A compatible internet browser (with browser cookies and JavaScript enabled and pop-up blockers disabled):
  - Have a Windows system? Use the latest version of Google Chrome
  - Have a Mac system? Use the latest version of Safari

### Recommended Resources:

Links to additional resources will be provided to you within each course for downloading and review.



## 6. Methods of Evaluation and Progression Requirements:

Program Component	Evaluation Methods/Progression Requirements
<b>On-line courses (modules)</b>	Students must achieve a minimum grade of 80% on knowledge check questions embedded within each individual online course (module). Students may repeat knowledge check questions until they achieve a satisfactory grade.
<b>Webinars</b>	Students must attend all eight webinars included in this program's curriculum. Students may opt to view archived webinars if they are unable to attend the live sessions, however, the time spent viewing archived webinars cannot be counted towards the 39.0 hours required to receive a joint Certificate of Completion in Continuing Professional Development from Wounds Canada and Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto, nor be used to claim continuing professional development credits from the CFPC, RCPSC, AMA, or EUMS.
<b>Outcome measures</b>	Students must complete and submit tracking sheets that reflect the application of validated risk assessment and screening tools and a wound assessment/measurement tool to three different case studies. Further details on how tracking sheets are evaluated, and certificate hours assigned is noted on the respective outcome measure/assignment instruction sheets.
<b>Discussion forum</b>	While students are encouraged to access the asynchronous online discussion forum to enhance their learning and network with program faculty and students, participation in this forum is not evaluated.

## 7. Program Specific Conditions:

### Guidelines for Webinars

- Students may choose to either attend live webinars or view archived versions of webinars in order to satisfy the progression requirements. See Methods of Evaluation and Progression Requirements for further details
- Each of the eight webinars is offered twice per annum (see appendix B for the webinar agendas, inclusive of the 2023 webinar dates and times)
- Webinars are facilitated using Zoom. Students do not need a Zoom account to attend a session and are strongly encouraged to participate using a laptop or desktop computer (see Program Materials: Required Resources). At the beginning of each webinar, you will be orientated to the system features. IT support is available if needed. Students will be provided with a link to join the webinar in advance of the day of the webinar. Links will be sent to the email address used by the student to register for the Wounds Canada Institute
- Webinars are specific to a wound etiology, e.g., diabetic foot ulcers, pressure injuries, etc. In order to be eligible to attend a webinar, students must have successfully completed the online courses/modules specific to the same wound etiology. For example, to be eligible to attend Webinar A for Diabetic Foot Ulcers (BPDC01W), students must have successfully completed Introduction to Best Practice in the Prevention and Management of Diabetic Foot Ulcers (BPDA01M) and Introduction to Applying Best Practice in the Prevention and Management of Diabetic Foot Ulcers (BPDB01M). NOTE: you will not be invited to attend the live webinar should you opt to



view the archived version as viewing the archived version will mark the webinar component as completed

- During webinars, students are expected to encourage others to learn and participate, support a friendly environment, demonstrate reflection, challenge new thoughts or ways of thinking, and include useful information and resources

### **Guidelines for Completing Individual Outcome Measures/Assignments**

- Assignments are to be completed independently
- Each assignment will be accompanied by written instructions and a marking rubric which will clearly outline the expectations for the assignment. Be sure to read the instructions carefully. If after reading the instructions there are still questions, please do not hesitate to ask the Program Director (Crystal McCallum) for clarification
- All assignments are to be completed using Microsoft Office software, e.g., Microsoft Word or converted to a PDF file prior to online submission. Scanned copies of completed documents and images of completed documents will also be accepted. Documents submitted online that cannot be opened or that are illegible will be returned to the student for resubmission
- Assignments are to be submitted via the student's Wounds Canada Institute portal/dashboard

### **Guidelines for the Text-based Online Asynchronous Discussion Forum**

Forums are asynchronous text-based discussions that facilitate interactions between students and between faculty and students. Students are encouraged to pose questions, reflect on and respond to fellow classmates' and faculty comments, and provide new resources or a different perspective to discussion topics. Posts should:

- Effectively encourage others to learn and participate, support a friendly environment, demonstrate reflection, challenge new thoughts or ways of thinking, and include useful information and resources
- Be succinct – no more than 100 words per post
- Provide scholarly references, if applicable

### **Guidelines for Completing the Program Evaluation**

All students must complete a formal evaluation this program. This will be made available to you on your dashboard once you have completed all of the required elements of the program. Letters of Accreditation will not be released until the program evaluation has been completed and submitted.

## **8. Program and Wounds Canada Institute Policies:**

### **Intellectual Property**

Resources provided within this program including the program syllabus, agendas, PDF documents, online modules, webinar recordings and outcome measures/assignments are the intellectual property of the Wounds Canada Institute. Students are not to share these resources for any other purpose other than to complete this program. Should a student wish to reference the educational material, they should ask the Program Director for permission and appropriately reference the source material.



### **Remote Learning**

All live webinars will be recorded by the session host. Recordings may be posted on the Wounds Canada Institute site for use by enrolled students for their educational purposes only. No copies of the recordings should be downloaded onto personal computers or portable storage devices. All remote learning recordings must be deleted after use.

### **Statement of Acceptance**

As healthcare professionals we value the diversity and differences of all people. Wounds Canada and the Wounds Canada Institute is committed to providing a working and learning environment that allows for full and free participation of all members of the community, and to support trauma-informed rehabilitation practices. There is zero tolerance for discrimination by or against any student, faculty, or staff member and any incident will be taken seriously and addressed by the Program Director.

## **9. Frequently Asked Questions**

**“I am experiencing difficulty with the drag and drop questions. It seems the correct answers are not acknowledged. Why would this be?”**

For these particular questions, they must be placed in alphabetical order. So while the answers themselves may be correct, if you do not place them in alphabetical order, you will receive an “incorrect” mark.

**“I want to listen to the module audio again but cannot seem to replay it using the previous/next buttons within the module. How can I do this?”**

If students would like to listen to the module instructions again, use the program menu to the left of your screen to toggle between selections and re-play the audio.

**“I keep getting an incorrect answer when I think I am selecting the correct answer. What do I do?”**

All answers are based on the associated reading. If you provide an incorrect answer, the exact pages where the answer is provided will be given to you. Please re-read the document and try again. All answers are taken directly from the provided readings.



## Appendix A

### Super Program #1 Agenda

**Instructions:** Courses are to be completed in the order listed except for webinars – these are scheduled/synchronous. If you cannot attend a live webinar, you have the option to view an archived version. However, you are not eligible for credits for the time spent viewing an archived webinar.

Program	Course	Interactive Components	Average Time to Complete (in minutes)
<b>A100MNN</b>	APHA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	90
	APHA02M	Quizzing (drag-and-drop, multiple choice, pick many)	90
	APHA03M	Video: quizzing (drag-and-drop, multiple choice, pick many)	70
	BPWA01M	Quizzing (drag-and-drop, multiple choice, pick many)	70
	BPWA02M	Video: quizzing (drag-and-drop, multiple choice, pick many)	70
	BPWB02M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	90
	BPWB01M	Case study; quizzing (drag-and-drop)	70
<b>A101MWN</b>	BPDA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	80
	BPDB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPDC01W	Live discussion with students and faculty, polling, case discussion	90
<b>A102MWN</b>	BPPA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	60
	BPPB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPPC01W	Live discussion with students and faculty, polling, case discussion	90
<b>A103MWN</b>	BPSA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	60
	BPSB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPSC01W	Live discussion with students and faculty, polling, case discussion	90
<b>A104MWN</b>	BPTA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	60
	BPTB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPTC01W	Live discussion with students and faculty, polling, case discussion	90
<b>A105MWN</b>	BPVA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	70
	BPVB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPVC01W	Live discussion with students and faculty, polling, case discussion	90
<b>A106MWN</b>	BPBA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	70
	BPBB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPBC01W	Live discussion with students and faculty, polling, case discussion	90





<b>A107MWN</b>	BPAA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	90
	BPAB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	60
	BPAC01W	Live discussion with students and faculty, polling, case discussion	90
<b>A109MWN</b>	BPMA01M	Review of BPR document; quizzing (drag-and-drop, multiple choice, pick many)	60
	BPMB01M	Case study: quizzing (drag-and-drop, multiple choice, pick many)	70
	BPMC01W	Live discussion with students and faculty, polling, case discussion	90
<b>Outcome Measure #1</b>		Application of risk assessment and screening tools to case studies	150
<b>Outcome Measure #2</b>		Application of a wound assessment/measurement tool to case studies	150
<b>Asynchronous Discussion Forum</b>		Small group discussion with students and faculty	Unlimited open access to asynchronous discussion
<b>Total Completion Time (minutes)</b>			<b>2,610</b>



## Appendix B

### Webinar A for Diabetic Foot Ulcers (BPDC01W)

#### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of diabetic foot ulcers
- Identify strategies to move forward with implementing best practices in the prevention and management of diabetic foot ulcers
- Demonstrate the application of best practices in diabetic foot ulcer prevention and management to three case studies

#### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

#### 2023 Webinar Dates/Times:

- Thursday, March 30, 2023 at 1200 PM EST
- Tuesday, June 13, 2023 at 1900 PM EST

**Topic:** Prevention and management of diabetic foot ulcers



## Webinar A for Pressure Injuries (BPPC01W)

### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of pressure injuries
- Identify strategies to move forward with implementing best practices in the prevention and management of pressure injuries
- Demonstrate the application of best practices in pressure injury prevention and management to three case studies

### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### 2023 Webinar Dates/Times:

- Thursday, April 6, 2023 at 1200 PM EST
- Tuesday, June 20, 2023 at 1900 PM EST

**Topic:** Prevention and management of pressure injuries



## Webinar A for Surgical Wound Complications (BPSC01W)

### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of surgical wound complications
- Identify strategies to move forward with implementing best practices in the prevention and management of surgical wound complications
- Demonstrate the application of best practices in surgical wound complication prevention and management to three case studies

### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### 2023 Webinar Dates/Times:

- Thursday, April 13, 2023 at 1200 PM EST
- Tuesday, June 27, 2023 at 1900 PM EST

**Topic:** Prevention and management of surgical wound complications



## Webinar A for Skin Tears (BPTC01W)

### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of skin tears
- Identify strategies to move forward with implementing best practices in the prevention and management of skin tears
- Demonstrate the application of best practices in skin tear prevention and management to three case studies

### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### 2023 Webinar Dates/Times:

- Thursday, April 20, 2023 at 1200 PM EST
- Tuesday, August 22, 2023 at 1900 PM EST

**Topic:** Prevention and management of skin tears



## Webinar A for Venous Leg Ulcers (BPVC01W)

### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of venous leg ulcers
- Identify strategies to move forward with implementing best practices in the prevention and management of venous leg ulcers
- Demonstrate the application of best practices in venous leg ulcer prevention and management to three case studies

### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### 2023 Webinar Dates/Times:

- Thursday, May 4, 2023 at 1200 PM EST
- Tuesday, August 29, 2023 at 1900 PM EST

**Topic:** Prevention and management of venous leg ulcers



## **Webinar A for Burns (BPBC01W)**

### **Learning Objectives**

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of burns
- Identify strategies to move forward with implementing best practices in the prevention and management of burns
- Demonstrate the application of best practices in burn prevention and management to three case studies

### **Agenda**

<b>Time</b>	<b>Item</b>	<b>Interactive Component</b>
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### **2023 Webinar Dates/Times:**

- Thursday, May 11, 2023 at 1200 PM EST
- Tuesday, September 12, 2023 at 1900 PM EST

**Topic:** Prevention and management of burns



## Webinar A for Peripheral Arterial Ulcers (BPAC01W)

### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of peripheral arterial ulcers
- Identify strategies to move forward with implementing best practices in the prevention and management of peripheral arterial ulcers
- Demonstrate the application of best practices in peripheral arterial ulcer prevention and management to three case studies

### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### 2023 Webinar Dates/Times:

- Thursday, May 25, 2023 at 1200 PM EST
- Tuesday, October 3, 2023 at 1900 PM EST

**Topic:** Prevention and management of peripheral arterial ulcers





## Webinar A for Moisture-associated Skin Damage (BPMC01W)

### Learning Objectives

By the end of this webinar, participants will be able to:

- Discuss how they have been able, or unable, to implement their learning from this program specific to the prevention and management of moisture-associated skin damage
- Identify strategies to move forward with implementing best practices in the prevention and management of moisture-associated skin damage
- Demonstrate the application of best practices in moisture-associated skin damage prevention and management to three case studies

### Agenda

Time	Item	Interactive Component
1200	Introductions, housekeeping and objectives	NA
1205	Reflection on practice change to date and strategies to incorporate best practices at the bedside	Live discussion with students and faculty, polling
1225	Case studies	
1325	Wrap-up	NA

Greater than 25% of this program is dedicated to participant interaction.

### 2023 Webinar Dates/Times:

- Thursday, June 8, 2023 at 1200 PM EST
- Tuesday, October 10, 2023 at 1900 PM EST

**Topic:** Prevention and management of moisture-associated skin damage