

Evaluating Interprofessional Wound Care Education Programs

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Many new programs are emerging from universities, colleges, healthcare institutions, industry and associations in response to an increased need for education regarding wound prevention and management. With diminishing healthcare resources being devoted to educational activities, it is important that these resources are invested in programs of a high quality. Last year, the Canadian Association of Wound Care (CAWC) and the Canadian Association for Enterostomal Therapy (CAET) collaborated to establish standards for wound management education and programming.

The resulting Wound CARE Instrument¹ organizes standards based on the following phases:

- Phase 1: Standards for preliminary planning.
- Phase 2: Standards for preparation and development.
- Phase 3: Standards for implementation.
- Phase 4: Standards for outcomes.
- Phase 5: Standards for sustainability and post-implementation planning.

This tool can be used by facilities and others to evaluate educational events, and make informed decisions regarding which events to support. It can also be used as an aid for those designing educational curricula to help them improve the rigour of their programs.

This commentary provides an example regarding **Phase 2: Standards for Preparation and Development** of the use of this tool in such a capacity by reflecting on the educational programs offered through the CAWC. Areas where the program meets the standards in the preparation and development phase (Table 1) are highlighted throughout.

Preparation and development

The CAWC Institute of Wound Management and Prevention has recently changed its structure to respond to the need for interprofessional collaboration. Interprofessional collaboration is not limited to physicians and nurses, but also includes allied health professionals across various settings, including hospitals, long-term care homes, rehabilitation facilities and

the community. The interprofessional team at the CAWC Institute consists of a physician, two registered nurses and a chiropodist. Together with the team director (an occupational therapist with a background in adult education), this team designs and reviews the programs offered by the CAWC Institute (**Standard 2.1**). Each team member is recognized as an educator and wound care leader within his or her field of practice.

CAWC Institute programs

The programs currently offered by the CAWC Institute include (**Standard 2.2.3**):

- International Interprofessional Wound Care Course;
- Practice Reflective Portfolio;
- Level 1 (basic learning): Wound Care Knowledge Development;

TABLE 1

Standards for preparation and development from the Wound CARE Instrument¹

Phase	Standards for preparation and development
2.1	Curriculum has been developed through interprofessional collaboration.
2.2	Curriculum is:
	2.2.1 evidence informed;
	2.2.2 based on adult learning principles;
	2.2.3 reflective of knowledge, skill, attitude and behaviour learning; and
	2.2.4 current with revision plan in place.
2.3	Curriculum is unbiased, generic and non-promotional.
2.4	Physical environment is optimized to support adult learning.
2.5	Promotion and publicity plans are in place.

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- Level 2 (basic learning): Wound Care Skills Development;
- Level 3 (basic learning): Attitude Development (Prevention Programs); and
- Level 4: Advanced Knowledge (Certificate) – e.g., completion of an approved certificate course with a focus on wound care, such as the International Interprofessional Wound Care Course or the CAET's Nursing Education Program).

These first 4 levels can be used by the learner to prepare for studies at the graduate level through a university, leading to:

- Level 5: Advanced Knowledge (Masters).
- Learners can then complete a Professional Practice Portfolio and submit it to the CAWC Institute for review and feedback to achieve level 6 learning:
- Level 6: Advanced Practice – including portfolio submission.

In each component of the program, learners are encouraged to reflect on their new knowledge and develop a plan to integrate it into their practice setting (Standard 2.2.3).

Meeting all standards

To ensure the dissemination of evidence-informed, up-to-date information, each program component is reviewed in a systematic process. The CAWC establishes interprofessional teams to review and update its best practice recommendations. Once new recommendations have been developed, the team then reviews and revises the relevant components of the education program, recommending changes and adding new evidence (Standards 2.1, 2.2.1 and 2.2.4). The changes are incorporated by the CAWC Institute interprofessional team with a view to fostering adult learning principles (Standards 2.1 and 2.2.2). The program changes, resource materials and source articles are disseminated to the faculty of the CAWC Institute to ensure consistent programming across Canada.

Although industry partners are involved in the CAWC level 2 program (Wound Care Skills Development), providing supplies for skills laboratories and having the opportunity to participate in an exhibition hall environment, all programs use generic terms rather than product-specific names (Standard 2.3). Exhibition hall times are clearly demarcated in the schedule and are separate from the educational content, so participants can clearly distinguish these events.

To optimize the physical environment (Standard 2.4) for those in remote locations, a distance education program is offered (the International Interprofessional Wound Care Course) as well as online options (Professional Practice Portfolio and a skin self-study module). The physical environment is optimized for workshop activities, such as the level 2 program (Wound Care Skills Development), ensuring sufficient space for tabletop activities, small group sessions and skills laboratories. Lastly, education events are publicized through flyers, the CAWC website and mailing lists (Standard 2.5).

An effective tool

As illustrated, the Wound CARE Instrument can be an effective tool to both evaluate the rigour of an educational program and assist with the revision and design of educational events.

The Wound CARE Instrument is available for download from: <http://cawc.net/index.php/resources/wound-care-instrument>.

For more information regarding CAWC education events, visit www.cawc.net.¹⁰

Reference

1. Canadian Association of Enterostomal Therapists and Canadian Association of Wound Care. *Wound CARE Instrument: Standards for Wound Management Education and Programming* (2010). Available at: www.caet.ca and www.cawc.net. Accessed September 1, 2011.



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CAWC Institute of Wound Management and Prevention



The CAWC Institute Toronto Event Includes:

Level 1: Knowledge Learning

Basic wound management knowledge to support a best practice approach to patient care, including: wound healing principles; wound bed preparation; pressure ulcers, venous leg ulcers and diabetic foot ulcers.

Level 2: Skills Learning

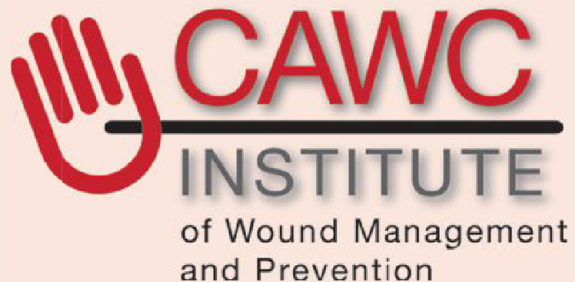
Interactive learning and practice of wound care skills, including: local wound care; debridement, infection control and dressing selection; lower leg assessment and compression therapy; foot care and foot wear; pressure, friction and shear management.

Level 3: Attitude Learning

Steps and methods for practicing within a team to develop and sustain prevention strategies, with a focus on pressure ulcer and diabetic foot ulcer awareness and prevention.

Toronto

December 1–4, 2011
Delta Toronto Airport West



For more information, please contact:

Diana Seminara, Event Coordinator
Canadian Association of Wound Care
416-485-2292 x225
diana@cawc.net

Register now at www.cawc.net



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