TISSUE VIABILITY
7KNIM717

Level: 7
Credits: 15

Module leader: Kumal Rajpaul

Academic support is offered by the module leader and teaching team.
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This handbook must be read in conjunction with module information provided on KEATS, the King’s E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Postgraduate Programme Handbook, available on KEATS and via the Nightingale Student Hub.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
This module can be taken part of a range of post-qualification postgraduate programmes from the Florence Nightingale Faculty of Nursing & Midwifery. The module contributes to a programme of study by providing a foundation for a key area of practice for healthcare professionals.

The module can also be taken as a freestanding module.

Module aim
This module aims to enable practitioners to achieve mastery in knowledge and competence in tissue viability. Competence in tissue viability enables the practitioner to offer greater effectiveness in wound care and potential health gain to patients. The module aims to assist the practitioner to develop a critical approach to their practice and to develop their expertise in therapeutic and educational roles within the field of tissue viability. The module also enables practitioners to continue to advance their knowledge and understanding, and to develop new skills to a high level.

Learning outcomes
- Demonstrate an advanced understanding of the physiological and pathological processes which contribute to a range of wounds, and of the epidemiology of pressure ulcers and their impact on health care provision;
- Demonstrate advanced knowledge of normal wound healing and the factors influencing this process;
- Critically evaluate the principles and techniques of common dressings and other wound care technologies, demonstrating mastery in the application of these to relevant patients.
- Demonstrate independent and sound decision making on tissue viability issues to ensure effective treatment and infection control strategies based on an advanced knowledge of microbiology related to wound management;
- Critically evaluate the holistic nursing assessment of patients with wounds and competently plan, implement and evaluate a plan of care, demonstrating self-direction and problem solving skills, including the efficacy of treatment options, the role of other related disciplines and indications for specialist referral;
- Demonstrate expertise in autonomous practice, and evaluate the ethical and accountability aspects of managing the nursing care of patients with a variety of wounds.
- Critically evaluate research findings and clinical guidelines specific to wounds, making sound judgments and applying these to practice, thus enhancing evidence-based care;
- Demonstrate expertise in the knowledge, skills and networking required to organise and support a tissue viability service, and the integral links between acute services and primary care;
- Demonstrate expertise and initiative in facilitating learning and health promotion in relation to patients with acute and chronic wounds, and their carers.
- Critically evaluate the psychological, social and cultural effect of wounds on the patient’s quality of life and their well being
- Suggestions are given in this handbook and at the end of each session for further study to meet the learning outcomes.
Support in practice

For the duration of the module you will need support from your employer to undertake 10-20 hours of supervised practice, with your practice assessor, within your clinical area in order to meet the module’s learning outcomes and undertake the practice assessment.

For the practice assessment, you will need to identify a practice assessor who MUST meet the following criteria:

- Either be a designated Tissue Viability Specialist Nurse or have completed a recognised course in tissue viability and been judged as competent by others in the employing Trust
- Be working in a clinical area that currently supports learners and where wound care is regularly carried out

The practice assessor form should be completed and signed by the practice assessor and scanned and emailed to julie.bliss@kcl.ac.uk by Monday 11 June 2018.

Risk

In this module you will be handling patients with infected tissue material; this carries a moderate level of risk and you are expected to take all reasonable care.

Teaching arrangements

The teaching and learning strategies underpinning this module are based upon the belief that participants are adults with prior learning experience who are also experienced practitioners who are advancing their clinical career. The role of the lecturer is that of a facilitator of further learning experiences which will enable students to practice effectively within the changing health care environment. In recognition of the variety of learning styles, teaching strategies will include lectures, seminar presentations, workshops, tutorials, and demonstrations. Ideas have been given after each session to start you off on self-directed study but it is expected that at level 7 you will identify your own additional areas for further study. You will also use your own clinical area to consolidate and develop knowledge gained on the module with your practice assessor and to reflect on your experience.

The original module management team developed this module with representatives from several local NHS Trusts, both acute and community. The team will continue to monitor and evaluate the module and respond to formal student evaluation at the end of the module.

- Kumal Rajpaul (King’s College Hospital NHS Foundation Trust)
- Kim Socrates (Oxleas NHS Foundation Trust)
- Viv Turner (King’s College Hospital NHS Foundation Trust)
- Racheal Allaway (Great Ormond Street Hospital for Children NHS Foundation Trust)
- Jenni MacDonald (The Royal Marsden NHS Foundation Trust)
- Hannah Wicheard (King’s College Hospital NHS Foundation Trust)
- Eve Horren & Georgia Chapple (Royal College of Nursing Legal Services)
- Bernadette Byrne (King’s College Hospital NHS Foundation Trust)
- Victoria Clemett (King’s College London)
- Lucy Moorhead (Guy’s and St Thomas’ NHS Foundation Trust)
- Dr Emma Briggs (King’s College London)
- Penny Henderson (Acelity)
- Gillian Harman (Bromley Healthcare CIC Ltd)
- Sue Woodward (King’s College London)
- Jennifer Tremlett & Elizabeth Pendry (King’s College Hospital NHS Foundation Trust)
- Kate Elworthy (Chelsea and Westminster Hospital NHS Foundation Trust)
• Suzannah Doel (Bromley Healthcare CIC Ltd)
• Julie Bliss (King’s College London)
• Cher Bearne (BioMonde®)
• Jemell Geraghty (Royal Free London NHS Foundation Trust)

Submitting coursework

For this module you are assessed by an essay and practice assessment document

Formative assessment
The aim of a formative assessment is to give you feedback and guidance on your work, in order to help you to do well in the summative (assessed) assignment. The formative stage will not be graded but is considered vital for overall success.

• Please email either 250 words of your draft essay or a detailed plan to julie.bliss@kcl.ac.uk or irene.zeller@kcl.ac.uk

Summative assessment
This module has TWO parts to the assessment. You must pass both.

1. 2000 word case study: present a critical account of the care delivered to a patient in your clinical area with a complex wound
   Further guidance is available within the ASSESSMENTS toggle on KEATS.
   The Practice Assessment Document (PAD) is available within the ASSESSMENTS toggle on KEATS.

Course work submission are provided on the KEATS module page.
It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with Y for the academic year 2017/18, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”.

Submission date for course work:
Essay: 17 July 2018
PAD: 31 July 2018

Submitted work available for download:
Portfolio: 14th August 2018

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is hard copy please ensure you date stamp it and submit it to the submission room G15 JCMB. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information.
The external examiner for this module is TBC. Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.

Results and re-submissions for course work
Students will receive a provisional (unrated) mark for their coursework 4 weeks following submission. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard-copy submission you can collect your coursework and feedback from the Nightingale Student Hub.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Nightingale Student Hub ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Michelle Burke.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to re-submit your work.

Resubmission date:
16 October 2018

Resubmitted work available for download:
16 October 2018
Learning resources

Session 1 - Learning outcomes

- Anatomy and physiology: structure and function of the skin
- Wound classification & phases of wound healing
- Wound bed preparation
- Holistic patient assessment & factors affecting wound healing
- Wound assessment
- Paediatrics skin assessment and factors affecting wound healing
- Documentation and care planning
- Wound dressings

At the end of this session, you will be able to:

- Demonstrate an in-depth understanding of the physiological and pathological processes which contribute to a range of acute and chronic wounds
- Demonstrate advanced knowledge of normal wound healing and the factors influencing this process and analyse the implications of these factors for patient care
- Evaluate the principles of wound management
- Explain the principles of wound bed preparation and the indications/contraindications for debridement
- Critically evaluate the holistic assessment of patients with wounds and plan, implement and evaluate a plan of care, demonstrating self-direction and problem solving skills
- Analyse structure of the paediatric skin and the healing process
- Analyse options for wound products and demonstrate sound decision making in a choice of product
- Analyse the effectiveness of a wound care formulary
- Demonstrate proficiency in autonomous practice, and evaluate the ethical, legal and accountability aspects of managing the nursing care of patients with a variety of wounds
- Critically analyse sources of information in wound care
- Critically appraise methodology and studies relating to wounds
- Analyse the contribution of current research to current wound care practice
- Analyse the specific areas for risk assessment in wound management

To achieve the learning outcomes for the module, additional directed study suggestions are given below:

- Consider 3 patients with different kinds of wounds which are slow to heal; reflect on their wound healing status and consider the underlying physiology that might explain their delayed healing
- Either (a) reflect on your own practice as nurse prescribers: how would you explain your decision- making underlying your current prescribing? Or (b) if not a nurse prescriber, consider the rationale for recommending a particular wound care product when asking the GP/doctor to prescribe
- Identify targets for improvement in your practice area
- Consider a patient you are caring for with a wound. Using appropriate databases, find research papers (at least 2) that support your choice of dressing/product. Use a critical appraisal check list to help you critique the research papers.
**Session 2 – Learning outcomes**

- Prevention and management of pressure ulcers
- Legal & professional aspects of wound care
- Assessment & Management of traumatic wounds
- Wound contamination, infection and colonisation
- Dermatology: skin assessment and skin care

At the end of this session, you will be able to:

- Critically evaluate the strategies for prevention and treatment of pressure ulcers
- Demonstrate an in-depth understanding of the epidemiology of pressure ulcers and their prevention and management
- Evaluate the merits of different forms of wound closure
- Evaluate the diagnostic signs of infection in wounds and analyse ways of managing clinical infection.
- Evaluate the legal implications to wound care and your professional accountability
- Evaluate the dermatological aspects of skin care

To achieve the learning outcomes for the module, additional directed study suggestions are given below:

- Consider your own practice in the approach to management of wound infection; what changes do you need to make in the light of today’s session. Contact your local microbiologist/infection control nurse and consider how you can plan an effective strategy for the management of wound infection and prevention of cross infection
- Wider reading around wound infection and infection control
- What questions would you incorporate into assessment to ascertain the effect of a wound on a patient’s body image
- Consider how you could incorporate quality of life measurement onto your existing wound assessment documentation
- Consider the factors which influence measurement in one quality of life tool
- Further reading on the factors which influence health behaviour and concordance.
- Further reading around wound closure.
Session 3 – Learning outcomes

- Leg ulcer assessment
- Leg ulcer management
- Negative pressure wound therapy
- Pain management in wound care
- Moisture associated skin damage & continence
- Moisture lesion vs pressure ulcers

At the end of this session, you will be able to:

- Critically analyse the tools used in a differential diagnosis of leg ulcer aetiology
- Critically evaluate different compression systems in the management of venous ulceration
- Identify and evaluate indications for use of analgesia in wound management
- Explore the principles of Negative Pressure Wound Therapy and the indications for its use
- Identify the difference between moisture lesions and pressure ulcers
- Explore the impact of moisture associated skin damage and skin integrity

To achieve the learning outcomes for the module, additional suggestions for student’s study are given below.

- Wider reading around leg ulcer management
- Arrange to spend time in burns unit to observe current management of burns
- Wider reading around analgesia in wound care

Session 4 – Learning outcomes

- Diabetic foot ulcer assessment and management
- Burns assessment and management
- Quality in tissue viability
- Larval therapy
- Psychological impact of wounds

At the end of this session, you will be able to:

- Analyse treatment options for common skin conditions and demonstrate sound decision making in a choice of product
- Critically evaluate the management of wounds in diabetic patients
- Critically evaluate the principles of larval therapy as a wound debridement option
- Analyse the treatment options for patients with burns, and evaluate the effect of disfigurement on these patients
- Analyse the psychological impact wounds have on patients quality of life

To achieve the learning outcomes for the module, additional suggestions for student’s study are given below.

- Consider the current management of diabetic patients in your care; reflect on changes which need to be made, and attempt to implement one improvement
Indicative reading

In relation to the learning outcomes, a number of indicative references have been given below: from these you are expected to select those most appropriate to your area of clinical practice, as well as searching the literature to find other relevant literature.


**Websites**

There are numerous websites associated with wound care. Please note that not all websites deliver evidence-based information. Useful sites include:

http://ewma.org/english.html

http://www.epuap.org/ European pressure ulcer advisory panel for guidelines and international developments on pressure ulcer management.

www.wounds-uk.com for access to articles and company information.

www.york.ac.uk/inst/crd for Cochrane reviews, Effectiveness Matters and Effective Health Care bulletins.
Module evaluation
As part of the university’s Student Voice Strategy, King’s uses an electronic module evaluation system known as EvaSys. This provides an opportunity for you to feedback on different aspects of the module through a series of pre-set questions and qualitative comments. At the end of the module you will receive an automated invitation via your KCL email account to complete your evaluation online.

Please take the time to complete as your feedback is important. It informs ongoing developments to individual modules to ensure that the learning needs and expectations of the Faculty’s student community are met to a high standard.

To strengthen the feedback cycle, a report summarizing the quantitative results for the module as a whole and the module lead’s reflections on your feedback will be sent to you after the online evaluation survey has closed.

Action from previous evaluations
1. Practical dressing selection session needed.
   **ACTION:** now included
2. 15 hours of practice assessment not sufficient.
   **ACTION:** guidance changed to 10-20 hours.
3. Moisture lesions session.
   **ACTION:** now included
## Timetable

**Tissue Viability – 21st, 22nd May, 11th June and 2nd July 2018**

<table>
<thead>
<tr>
<th>Teaching mode</th>
<th>Date</th>
<th>Type of session</th>
<th>Title</th>
<th>Time</th>
<th>Lecturer</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>University based study</td>
<td>21 May 2018</td>
<td>Tutorial</td>
<td>Introduction to the module content &amp; assessment, library and IT services, KEATS, academic writing and plagiarism module</td>
<td>09.00-10.00</td>
<td>Kumal Rajpaul</td>
<td>FWB 2.40</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Structure &amp; function of the skin, physiology of wounds, phases of wound healing</td>
<td>10.00-11.30</td>
<td>Kim Socrates</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Holistic assessment, factors affecting wound healing &amp; wound assessment tools</td>
<td>12.00-13.00</td>
<td>Viv Turner</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Paediatric skin and wound healing</td>
<td>14.00-14.45</td>
<td>Racheal Allaway</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Wound bed preparation, wound cleansing &amp; dressing selection</td>
<td>15.00-16.30</td>
<td>Jenni MacDonald</td>
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<tr>
<td></td>
<td></td>
<td>Tutorial</td>
<td>Q&amp;A time with module leader</td>
<td>16.30-17.00</td>
<td>Kumal Rajpaul</td>
<td></td>
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<tr>
<td>Day 2</td>
<td></td>
<td>Tutorial</td>
<td>PAD and Essay – class discussion</td>
<td>09.00-10.00</td>
<td>Kumal Rajpaul</td>
<td>FWB 2.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Prevention and management of pressure ulcers</td>
<td>10.00-11.00</td>
<td>Hannah Wicheard</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Legal, ethical and professional issues in wound care including non-concordance, capacity to make decisions</td>
<td>11.00-11.45</td>
<td>Eve Horren and Georgia Chapple</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Assessment and management of trauma wounds</td>
<td>12.00-13.15</td>
<td>Bernadette Byrne</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Wound infection (infection vs inflammation, SSI)</td>
<td>14.00-15.15</td>
<td>Victoria Clemett</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Dermatology</td>
<td>15.15-16.30</td>
<td>Lucy Moorhead</td>
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<td></td>
<td></td>
<td>Tutorial</td>
<td>Q&amp;A time with module leader</td>
<td>16.30-17.00</td>
<td>Kumal Rajpaul</td>
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### Day 3

<table>
<thead>
<tr>
<th>University Based study</th>
<th>11 June 2018</th>
<th>Lecture</th>
<th>Leg ulcer assessment</th>
<th>09.00-10.30</th>
<th>Viv Turner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pain management</td>
<td></td>
<td>10.45-12.15</td>
<td>Dr. Emma Briggs</td>
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<tr>
<td>Tutorials</td>
<td>Lunch</td>
<td>Negative pressure wound therapy</td>
<td>12.15-13.15</td>
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<tr>
<td>Lecture/Practical</td>
<td>Lecture</td>
<td>Leg ulcer management</td>
<td>13.15-14.00</td>
<td>Penny Henderson</td>
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<tr>
<td>Lecture</td>
<td>Continence &amp; Moisture associated skin damage</td>
<td>15.30-16.30</td>
<td>Sue Woodward</td>
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<tr>
<td></td>
<td>Moisture lesion vs Pressure ulcers</td>
<td>16.30-17.00</td>
<td>Jenni MacDonald</td>
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### Day 4

<table>
<thead>
<tr>
<th>University Based study</th>
<th>2 July 2018</th>
<th>Lecture</th>
<th>Diabetic foot assessment and management</th>
<th>09.00-10.15</th>
<th>Jen Tremlett/Elizabeth Pendry</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Management of burns</td>
<td>10.15-11.15</td>
<td>Kate Elworthy</td>
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<tr>
<td></td>
<td></td>
<td>Quality in tissue viability/pressure ulcers</td>
<td>11.30-12.15</td>
<td>Suzannah Doel</td>
<td></td>
</tr>
<tr>
<td>Tutorial</td>
<td>Class discussion – PAD &amp; essay</td>
<td>13.00-14.00</td>
<td>Kumal Rajpaul</td>
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</tr>
<tr>
<td>Lecture</td>
<td>Larval therapy – Biomonde</td>
<td>14.00-15.15</td>
<td>Cher Bearne</td>
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<tr>
<td>Lecture</td>
<td>Psychological impact of wounds</td>
<td>15.30-16.30</td>
<td>Jemell Geraghty</td>
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<tr>
<td>Evaluation</td>
<td>Module evaluation</td>
<td>16.30-17.00</td>
<td>Kumal Rajpaul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key to classroom locations:**
FWB – Franklin-Wilkins Building, Waterloo Campus
JCMB- James Clerk Maxwell Building, Waterloo Campus
WBW - Waterloo Bridge Wing
Student Computer Rooms in Waterloo campus are located at the library (FWB); FWB Rooms 2.49, 2.84 and 2.87; JCMB B20 and Waterloo Bridge Wing 3/6.