

AWMA GUIDELINES TO DEVELOPMENT OF COMPETENCY ASSESSMENT

Module Five: The High Risk Foot (Including the Diabetic Foot)

1.0	Professional Practice	Standard 1, 2 & 3
1.1	<ul style="list-style-type: none"> ▪ Practices in accordance with the Australian Health Practitioner Regulation Agency (AHPRA) ▪ Complies with legislation, standards, codes and regulations governing each specialty practice ▪ Complies or utilises or implements National Evidence-Based Guideline on Prevention, Identification and Management of Foot Complications in Diabetes ▪ Utilises international guideline recommendations in association with local guidelines 	
1.2	<ul style="list-style-type: none"> ▪ Provides a comprehensive assessment of the individual, the foot ulcer and the healing environment ▪ Undertakes appropriate risk assessment, early intervention and appropriate interprofessional referral as required 	
1.3	<ul style="list-style-type: none"> ▪ Identifies unsafe practice and has the ability to respond appropriately 	
2.0	Intellectual Knowledge and Understanding	Standard 1,2,3,4,6,7,8
2.1	<ul style="list-style-type: none"> ▪ Has a comprehensive understanding of: <ul style="list-style-type: none"> • The anatomy and physiology of the foot • Risk factors for developing foot ulcers • The aetiology of foot ulcers • Management strategies for foot ulcers ▪ Has a sound understanding of: <ul style="list-style-type: none"> • The anatomy and physiology of the skin and associated structures • The physiology of wound healing and tissue repair • Factors impairing wound healing and ways to minimise same • Signs and symptoms of the wound infection continuum 	

2.2	<ul style="list-style-type: none"> ▪ Is able to perform a comprehensive assessment of the individual ▪ Utilises appropriate assessment tools to assist with predicting foot ulcer outcomes ▪ Is able to clearly define management goals ▪ Can develop initial and long term management plan ▪ Can identify evidence best practice related to foot ulcers ▪ Can develop long-term preventative strategies, including off loading techniques, footwear modifications and orthoses 	
2.3	<ul style="list-style-type: none"> ▪ Assists individuals to make decisions related to the impact of their management interventions 	
2.4	<ul style="list-style-type: none"> ▪ Communicates strategies appropriate to the individual, their carer & interprofessional team members 	
2.5	<ul style="list-style-type: none"> ▪ Identifies the psychosocial impact of having a foot ulcer 	
3.0	Management of High Risk Foot	Standard 2,3,4,5,7 & 8
3.1	<ul style="list-style-type: none"> ▪ Can identify the classification, stage or grade of the foot wound according to a validated classification system 	
3.2	<ul style="list-style-type: none"> ▪ Utilises available wound documentation systems and equipment within individual organisations 	
3.3	<ul style="list-style-type: none"> ▪ Initiates systems for the evaluation and monitoring of management for high-risk foot disease and foot ulcers 	
3.4	<ul style="list-style-type: none"> ▪ Monitors and evaluates management outcomes of the individual 	
4.0	Collaborative Practice & Interprofessional Care	Standard 1, 2, 3 & 8
4.1	<ul style="list-style-type: none"> ▪ Promotes effective communication between interprofessional team, individuals & carers 	
4.2	<ul style="list-style-type: none"> ▪ Recognises limitations and scope of practice and seeks further interprofessional advice as required 	
4.3	<ul style="list-style-type: none"> ▪ Liaises with relevant community and health care agencies in order to maintain continuity of care 	

Based on:

1. Australian Wound Management Association, Standards For Wound Management, 2nd edition. West Leederville WA, Cambridge Publishing, 2010.
2. National Evidence-Based Guideline on Prevention, Identification and Management of Foot Complications in Diabetes (Part of the Guidelines on Management of Type 2 Diabetes) 2011. Melbourne Australia.
3. International Working Group on the Diabetic Foot. *International Consensus and Practical and Specific Guidelines on the management of the diabetic foot* 2007.

Compiled by: Education and Professional Development Subcommittee (EPDSC)

Dated: January 2013

Endorsed by AWMA

Review Date: January 2015