

Ostomy competencies	Method or Evidence To Document Competence Obtained
<p>1. Stoma site selection including both of the following client situations:</p> <ul style="list-style-type: none"> ▪ Average or usual person with a urinary stoma, small intestine stoma and large intestine stoma ▪ One example of a person with special considerations, such as skin folds, paralysis, etc. 	<ul style="list-style-type: none"> • View video • Return demo with preceptor or send video
<p>2. Catheterized specimen collection from a urinary diversion</p>	<ul style="list-style-type: none"> • View video • Quiz & critical thinking • Traditional clinical possible additional evidence : return demo with preceptor
<p>3. Instillation of fluids into stomas including:</p> <ul style="list-style-type: none"> ▪ Irrigation of a colostomy ▪ Lavage of an ileostomy 	<ul style="list-style-type: none"> • View video • Quiz • Critical thinking based case studies • Traditional clinical possible additional evidence : return demo with preceptor
<p>4. Selection of appropriate products for containing effluent including:</p> <ul style="list-style-type: none"> ▪ Type of pouches (e.g., reusable) ▪ Two piece pouch systems ▪ One piece systems ▪ Adhesive vs. non-adhesive systems 	<ul style="list-style-type: none"> • Ostomy seek and find assignment • View video • Traditional clinical additional evidence : return demo with preceptor • Critical thinking based case studies
<p>5. Intubation of urinary and fecal continent diversions.</p>	<ul style="list-style-type: none"> • View videos • Quiz • Critical thinking based case studies • Traditional clinical possible additional evidence : return demo with preceptor
<p>6. Assessment of a stoma for:</p> <ul style="list-style-type: none"> ▪ Viability ▪ Measurement 	<ul style="list-style-type: none"> • Critical thinking based case studies • View videos • Quiz

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

<ul style="list-style-type: none"> ▪ Shape, protrusion, os, location 	<ul style="list-style-type: none"> • Traditional clinical additional evidence : return demo with preceptor
<p>7. Assessment and management of peristomal skin including:</p> <ul style="list-style-type: none"> ▪ Presence of lesions, rashes, etc. ▪ Creases, folds, quality of supportive tissue ▪ Mucocutaneous junction 	<ul style="list-style-type: none"> • View videos • Critical thinking based case studies • Traditional clinical additional evidence : return demo with preceptor • Quiz
<p>8. Assessment and management of peristomal skin including:</p> <ul style="list-style-type: none"> ▪ Skin infection ▪ Denudement ▪ Contact dermatitis 	
<p>9. Assessment and management of stomal complications:</p> <ul style="list-style-type: none"> ▪ Mucocutaneous Separation ▪ Herniation ▪ Prolapse ▪ Retraction 	

Ostomy & Wound competencies	Method or Evidence To Document Competence Obtained
<p>1. Management of peri-tube/drain skin.</p>	<ul style="list-style-type: none"> • View video • Critical thinking based case studies

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

<p>2. Stabilization of tubes and drains such as feeding, suprapubic.</p>	<ul style="list-style-type: none"> • View video • Critical thinking based case studies • Quiz • Ostomy seek and find assignment • Traditional clinical possible additional evidence : return demo with preceptor
<p>3. Techniques of management for the following types of fistulas:</p> <p>4.</p> <ul style="list-style-type: none"> • Small bowel • Large bowel • Pancreatic • Peri-rectal • Urinary • Spit • Mucous fistula 	<ul style="list-style-type: none"> • View video • Critical thinking based case studies • Traditional clinical possible additional evidence : return demo with preceptor
<p>5. NPWT</p>	<ul style="list-style-type: none"> • Quiz • Critical thinking based case studies • Traditional clinical additional evidence : return demo with preceptor
<p>6. Teaching and counseling persons with any of the above management needs.</p>	<ul style="list-style-type: none"> • View videos • Quiz • Critical thinking based case studies • Traditional clinical additional evidence : return demo with preceptor
<p>7. Application of knowledge and skills related to information systems/technology and patient care technology:</p> <ul style="list-style-type: none"> • Accessing information • Patient teaching • Documentation 	<ul style="list-style-type: none"> • Traditional clinical additional evidence : return demo with preceptor • Accessing and completing course work

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

8. Personal protective equipment (PPE)	<ul style="list-style-type: none">• Traditional clinical: return demo with preceptor
--	--

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

Wound competencies	Method or Evidence to Document Competence Obtained
1. Using a pressure ulcer risk assessment tool.	<ul style="list-style-type: none"> • View video • Quiz • Critical thinking case studies • Traditional clinical additional evidence : return demo with preceptor
2. Identifying the type of wound/skin lesion and implementing a plan of care for nursing management for the following: 2. Pressure ulcer 3. Venous ulcer 4. Arterial ulcer 5. Neuropathic 6. Surgical 7. Dehisced/eviscerated	<ul style="list-style-type: none"> • View video • Quiz • Critical thinking case studies • Traditional clinical additional evidence : return demo with preceptor
3. Assessment and, where appropriate, the staging or classification of the following wounds: 8. Pressure ulcer 9. Venous insufficiency including ankle/brachial index 10. Arterial insufficiency 11. Neuropathic 12. Surgical 13. Dehisced/eviscerated 14. Infected including: bacterial, viral, fungal	<ul style="list-style-type: none"> • View videos • Quiz • Critical thinking case studies • Traditional clinical additional evidence : return demo with preceptor
4. The debridement techniques: 15. Conservative sharp 16. Enzymatic 17. Mechanical 18. Autolytic 19. Biological	<ul style="list-style-type: none"> • View videos • Quiz • Critical thinking case studies • Traditional clinical additional evidence : return demo with preceptor
5. Selection and use of wound care products for dressing the	<ul style="list-style-type: none"> • View video

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

wound.	<ul style="list-style-type: none"> • Critical thinking case studies • Seek and find assignment • Traditional clinical additional evidence : return demo with preceptor
6. Selection and use of pressure relieving support products.	<ul style="list-style-type: none"> • Critical thinking case studies • Traditional clinical additional evidence : return demo with preceptor
7. Wound culture techniques.	<ul style="list-style-type: none"> • View video • Critical thinking case studies • Traditional clinical additional evidence : return demo with preceptor
8. Wound care techniques including: 20. Cleaning 21. Irrigating 22. Packing with a variety of materials including alginates, gauze, gels, granules, and powders	<ul style="list-style-type: none"> • View video • Quiz • Critical thinking case studies • Seek and find assignment • Traditional clinical additional evidence : return demo with preceptor
9. Peri wound skin management.	<ul style="list-style-type: none"> • View video • Critical thinking case studies • Quiz • Seek & find assignment • Traditional clinical additional evidence : return demo with preceptor
10. Compression therapy.	<ul style="list-style-type: none"> • View video • Traditional clinical additional evidence : return demo with preceptor
11 Application of knowledge and skills related to information systems/technology and patient care technology: <ul style="list-style-type: none"> • Accessing information • Patient teaching • Documentation 	<ul style="list-style-type: none"> • Traditional clinical additional evidence : return demo with preceptor • Accessing and completing course work
12. Personal protective equipment (PPE)	<ul style="list-style-type: none"> • Traditional clinical additional evidence : return demo with preceptor

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

--	--

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

Continenence competencies	Method or Evidence to Document Competence Obtained
1. Assessment of the person who is incontinent including: 13. Focused physical exam: (a) Abdomen (b) Skin (c) Rectal and bulbocavernosal reflex 14. Performance of simple urodynamics including: (a) Observation of voided stream (b) Postvoid residual (c) Response to provocative maneuvers 15. Voiding diary.	<ul style="list-style-type: none"> • Critical thinking case studies • Quiz • Traditional clinical additional evidence : return demo with preceptor
2. Teaching pelvic muscle exercises.	<ul style="list-style-type: none"> • Critical thinking case studies • Quiz • Continenence case studies • Traditional clinical additional evidence : return demo with preceptor
3. Teaching a bowel and bladder program.	<ul style="list-style-type: none"> • Critical thinking case studies • Quiz • Traditional clinical additional evidence : return demo with preceptor
4. Performance and teaching of clean intermittent catheter (CIC).	<ul style="list-style-type: none"> • View videos • Critical thinking case studies • Quiz • Traditional clinical additional evidence : return demo with preceptor
5. Selection and use of products for: Containment Skin protection	<ul style="list-style-type: none"> • Continenence case studies • Critical thinking case studies • Quiz • Traditional clinical additional evidence : return demo with preceptor
6. Management of skin breakdown.	<ul style="list-style-type: none"> • Critical thinking case studies • Quiz

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

	<ul style="list-style-type: none"> • Continence case studies • Traditional clinical additional evidence : return demo with preceptor
7. Counseling the person who is incontinent.	<ul style="list-style-type: none"> • Critical thinking case studies • Quiz • Continence case studies • Traditional clinical additional evidence : return demo with preceptor
<p>Application of knowledge and skills related to information systems/technology and patient care technology:</p> <ul style="list-style-type: none"> • Accessing information • Patient teaching • Documentation 	<ul style="list-style-type: none"> • Traditional clinical additional evidence : return demo with preceptor • Accessing and completing course work
Personal protective equipment (PPE)	<ul style="list-style-type: none"> • Traditional clinical additional evidence : return demo with preceptor

Professional competencies	Method or Evidence to Document Competence Obtained
<p>1. Strategies to develop and manage agency wide programs:</p> <p>Collect and validate pressure ulcer data Extrapolate specific data from report Develop business plan for WOC role Develop quality improvement initiatives (ex. monitoring, root cause analysis)</p>	<ul style="list-style-type: none"> • Critical thinking case studies • Professional Concepts course lessons, discussions, assignments
2. Develop strategies for building critical thinking skills.	<ul style="list-style-type: none"> • Critical thinking case studies • Professional Concepts course lessons, discussions, assignments
3. Describe history and evolution of WOC role, considerations for implementation justification for role.	<ul style="list-style-type: none"> • Professional Concepts course lessons, discussions, assignments
4. Design plan of care/educational program for nursing staff:	<ul style="list-style-type: none"> • Critical thinking case studies

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review

<p>Prevention and management of organization acquired pressure ulcers Documentation of assessment findings Risk assessment done per the Accreditation Manual with documentation</p>	<ul style="list-style-type: none"> Professional Concepts course lessons, discussions, assignments
<p>5. WOC role in selection and implementation of products, such as product trials,</p>	<ul style="list-style-type: none"> Critical thinking case studies Professional Concepts course lessons, discussions, assignments
<p>6. Development and maintenance of evidence based practice, utilization of research to develop/validate: Plan of care Policy, procedure, protocols</p>	<ul style="list-style-type: none"> Critical thinking case studies Professional Concepts course lessons, discussions, assignments

** These are all completed in the Professional Practice Concepts course and built upon through the program, with the educational program development completed in each course by specialty

Return demos should be accomplished under supervision of preceptor and can be office simulated (preferred). In some situations, a video demo can be submitted for practicum course instructor review