Education: a World of Difference in the Provision of Wound Care

Our last editorial broached the subject of the developing world and how the developed world could help with the development of wound care as a clinical specialty. It seems sensible that those countries with more significant experience in the provision of wound care could provide valuable learning for those with less experience. The real question is how advanced are those developed nations and what can they actually teach those that are less developed.

The most significant lesson we could provide is reflection on our own advancement, if any, and how we can work together sharing mutual experiences rather than assuming the experience in the developed world is better than that of the developing world. Perhaps they can teach us a ‘trick or two’?

In the developed world we complain about too much choice with regards to treatments and therapies, often we don’t know which to choose, nor can we differentiate one from the other. This is not the case in most of the developing world where resources are scarce and caregivers are expected to do a lot with little.

Having been around wound care for a number of years (too many to mention!) our collective experience which covers clinical, research and development and industry has exposed us to many cultures and countries around the globe. One striking similarity is the passion of those with an interest in wounds and their treatment and prevention. Knowledge and resources aside the desire is identical in that they wish to help those with wounds, by reducing their pain and suffering and providing a healed outcome.

The basic challenges posed by the wound itself are identical regardless of geography certainly for the most common chronic wounds. Some unusual wounds may exist in different geographies presenting unusual and unique challenges but the main wound related issues of pain, infection and healing are general across most wound types irrespective of aetiology.

Many educational initiatives regarding shared experiences and learning are being developed across the world and the purpose of this editorial is to stimulate a sharing of awareness and communication. So if you know of an initiative occurring in your region please write to us and we will compile an article summarizing the many initiatives.

Keith Harding and Douglas Queen