

THE IMPACT OF EDUCATION ON CARE DELIVERY – THE ECONOMIC PERSPECTIVE

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This talk will investigate the role of education in ensuring the cost-effective delivery of care focusing on education as a change agent that allows innovation and system change within wound care to be rapidly defused and adopted by healthcare professionals working in a variety of care settings.

Education underpins care delivery and is the mechanism by which innovation in therapy and care systems are transferred throughout the healthcare system. For effective adoption and implementation all guidelines require a supporting educational strategy if they are to be successfully executed yet all too frequently the true cost and time requirements for the delivery of this vital part of implementation are underestimated or ignored.

Education within wound care relates not just to healthcare professions but also to patients who are increasingly involved in care planning and delivery. If no treatment plan and education is performed 1, product efficacy and cost-effectiveness decrease dramatically and poor outcomes result in an additional cost burden within the healthcare budget. For example Edwards et al 2 highlight the complexities involved in accessing expertise and evidence based wound care demonstrating that access to wound management expertise can promote streamlined health services and evidence based wound care, leading to efficient use of health resources and improved health. It is the combination of education, knowledge and experience that provides the necessary expertise to deliver cost-effective care. Responsibility for delivery of education is however all too frequently abdicated by healthcare providers leaving responsibility for educational programmes (and costs) with industry, universities or individuals.

References

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2. Edwards H, Finlayson K, Courtney M, Graves N, Gibb M, Parker C. Health service pathways for patients with chronic leg ulcers: identifying effective pathways for facilitation of evidence based wound care. BMC health services research. 2013;13:86.