



Education Requirements/Competencies Tuning Fork Vibration Screening for Foot Neuropathy

DST Indications for Use

This Decision Support Tool (DST) establishes the educational requirements and competencies for health care professionals who have not gained, through their entry-level education program, the knowledge and skill to perform a tuning fork vibration screening test for foot neuropathy

British Columbia & Yukon Practice Level

- To carry out a tuning fork vibration screening test, health care professionals:
 - Must have a health authority/agency policy in place that supports the specific professional designation in to perform this procedure.
 - Follow the health authority's established decision support tool for this procedure.
- Each health care professional is responsible and accountable for maintaining their competency in monofilament testing.

Pre-requisites

None

Lesson Plan

The plan consists of learning activities needed to acquire the knowledge and skill to perform a tuning fork vibration screening test.

Competency Checklist

The checklist includes both verbalization of theory and demonstration of skill to show competency for performing a tuning fork vibration screening test. The checklist is to be used as per the health authority or agency process.

Definitions/Terminology

Competency: The knowledge, skill, attitudes, and judgement required to provide safe, competent, and ethical care within an individual's practice or in a designed role or setting¹.

Mentor: A health care professional competent to perform monofilament testing; registered nurse, registered psychiatry nurse, occupational therapist, physiotherapist, registered dietitian. The mentor should be of the same designation as the learner.

References

1. British Columbia College of Nurses & Midwives. (2026). <https://www.bccnm.ca/Pages/Default.aspx>

Document Creation/Review

Created By:	British Columbia Provincial Nursing Skin & Wound Committee and NSWOCs/Wound Clinicians from across all Health Authorities.
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Tuning Fork Vibration Screening for Foot Neuropathy Lesson Plan

Learning Activity	Resources	Date Done
1. Review health authority or agency specific policies, procedures, guidelines or practice standards for tuning fork vibration screening testing for foot neuropathy.	Discuss with your mentor.	
2. Read the Tuning Fork Vibration Screening for foot neuropathy procedure.	Tuning Fork Vibration Screening for Foot Neuropathy: Procedure	
3. Determine how to where to find the tuning fork on your unit or at your site.	Discuss with your mentor.	
4. Watch your mentor perform the test.	Plan with your mentor.	
5. Perform the test for your mentor.	Plan with your mentor.	
6. As per your health authority or agency process; with your mentor, complete Competency Checklist.	See below.	
7. Complete any additional competency validation/ compliance requirements of the health authority or agency.	Discuss with your mentor.	

Tuning Fork Vibration Screening for Foot Neuropathy Competency Checklist

	Date Met	Mentor's Initials
Knowledge:		
1. Describe the purpose of doing a tuning fork vibration test.		
2. Articulate how long the tuning fork should vibrate for the test and why.		
3. Articulate why the client needs to have their eyes closed and possible ear plugs.		
4. Describe the sites that can be used to do the test and, in the situation where the client cannot feel the vibration, in which order would testing of the sites be done.		
5. Describe the action you would take if the great toe was amputated or if there is a corn, callus or scar present on the bony prominence being tested		
Skill: (Follow HA or agency process for sign-off, may not be needed)		
1. Demonstrate setting up to do the procedure.		
2. Demonstrate testing the tuning fork.		
3. Demonstrate preparing the client for the test.		
4. Demonstrate doing the test.		
5. Demonstrate how to correctly score each test.		
6. Demonstrate how to correctly document the test scores.		

Learner

Print Name _____ Signature _____

Mentor (to be signed off as per HA/agency process)

Print Name _____ Signature _____ Initials _____

Learning Plan for Unmet Skill