



King's College Hospital 
NHS Foundation Trust

Profile of Learning Opportunities (PoLO) *for nursing and midwifery students in practice*



Practice Placement ward: Davidson ward



**London South Bank
University**

Introduction to the Ward / Unit

Welcome to: Davidson ward, King's College Hospital NHS Foundation Trust, part of the Networked Services Division and named after Professor Davidson, the first Professor of Haematology,

We are a 17 bedded general haematology/oncology ward, specialising in the care and treatment of patients with blood disorders, including sickle cell and cancer. We work closely with the Derek Mitchell Unit.

All patients are nursed in protective isolation, in Neutral Pressure suite facilities, which provides a safe environment. It is the stem cell and bone marrow transplant unit where patients receive chemotherapy and bone marrow transplants for haematology malignancies e.g.

- Myelodysplastic Syndrome
- Leukaemias
- Lymphomas
- Aplastic anaemia
- Multiple Myeloma
- Sickle cell disease
- Multiple sclerosis

Up to one hundred transplants, for a variety of reasons, are undertaken here every year. We also run a mini transplantation programme.

Location

We are located: Floor 2 Cheyne Wing, Kings College Hospital, Denmark Hill, London SE5 9RS

Ward / Unit telephone: 020 3299 9000 ext 34791

Welcome to the team

Ward / Unit Manager is: Kay Biljohn kay.biljohn@nhs.net

Modern Matron is: Regina De Jesus 020 3299 2360 regina.de-jesus@nhs.net

Student co-ordinator is: Kay Biljohn kay.biljohn@nhs.net

Practice Development Nurse is: Helen Welch helenwelch@nhs.net and CPF Kareen Crawford- Fante kareen.crawfordfante@nhs.net

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Chaplaincy
- Volunteers
- Domestic /Clinical Housekeeper/Hostess
- Consultants -haematology - for red cell and white cell conditions/malignancies
- Counsellor
- Pharmacist – aseptic/chemotherapy
- Physiotherapists
- Occupational therapists
- Dieticians
- Social workers
- Speech and language therapists
- Discharge co-ordinator
- Clinical nurse specialists for example:
 - Lymphoma
 - Myeloid leukaemia
 - Myeloma
 - Aplastic anaemia
 - Sickle cell
 - Paroxysmal Nocturnal Haemoglobinuria (PNH)
 - Multiple Sclerosis
 - Tissue viability
 - Palliative care team
 - IV Team
 - Diabetes

Davidson ward's Philosophy

We believe that the wellbeing and safety of the patient is at the centre of all we do.

We aim to create an environment where a patient feels that staff can empathise with their personal situation, and through really listening, try to understand from their perspective

We believe that all patients should receive care from compassionate, skilled, knowledgeable, competent and committed staff, whose practice is underpinned by a contemporary evidence base, and who are able to manage their care effectively

We believe that all patients have a right to be involved in decisions about them, to be informed of the available treatment options, and who are supported to make informed choices

Where patients are unable to make decisions themselves, we will act in the patient's best interest, involving the family where appropriate, putting them as a person at the centre of all decisions we make, and be able to justify those decisions.

We believe that as a team we will respect each other, support one another to learn, share our skills and knowledge, address any gaps in skills and knowledge, and have the courage to raise concerns about poor practice

As a team we will review the standard of care we provide, listen to feedback from patients and their family and make changes where necessary to continually improve the patient's care experience

Shift pattern students may follow

5 day week 7 day week Weekends

12 hour shift: (long days)

Day shift: 07.30 to 20.00hrs

Night shift: 19.30 to 08.00hrs

Staffing establishment

Registered Nurses – Early shift = 5

Night shift = 4

Health care assistants – Early shift = 2

Night shift = 1

Meal breaks

You are permitted a 1 x 60 min on a 12 hour shift

To contact colleagues:

Bleeping:

Dial 736 followed by the bleep number and the extension you wish to be called back on. Wait for the long tone and replace the receiver

Air calling and Paging:

Dial 737*. The operator will ask for your 'call sign' (i.e. page number e.g. KH 6789) and your message. This is then sent to the person you are trying to contact

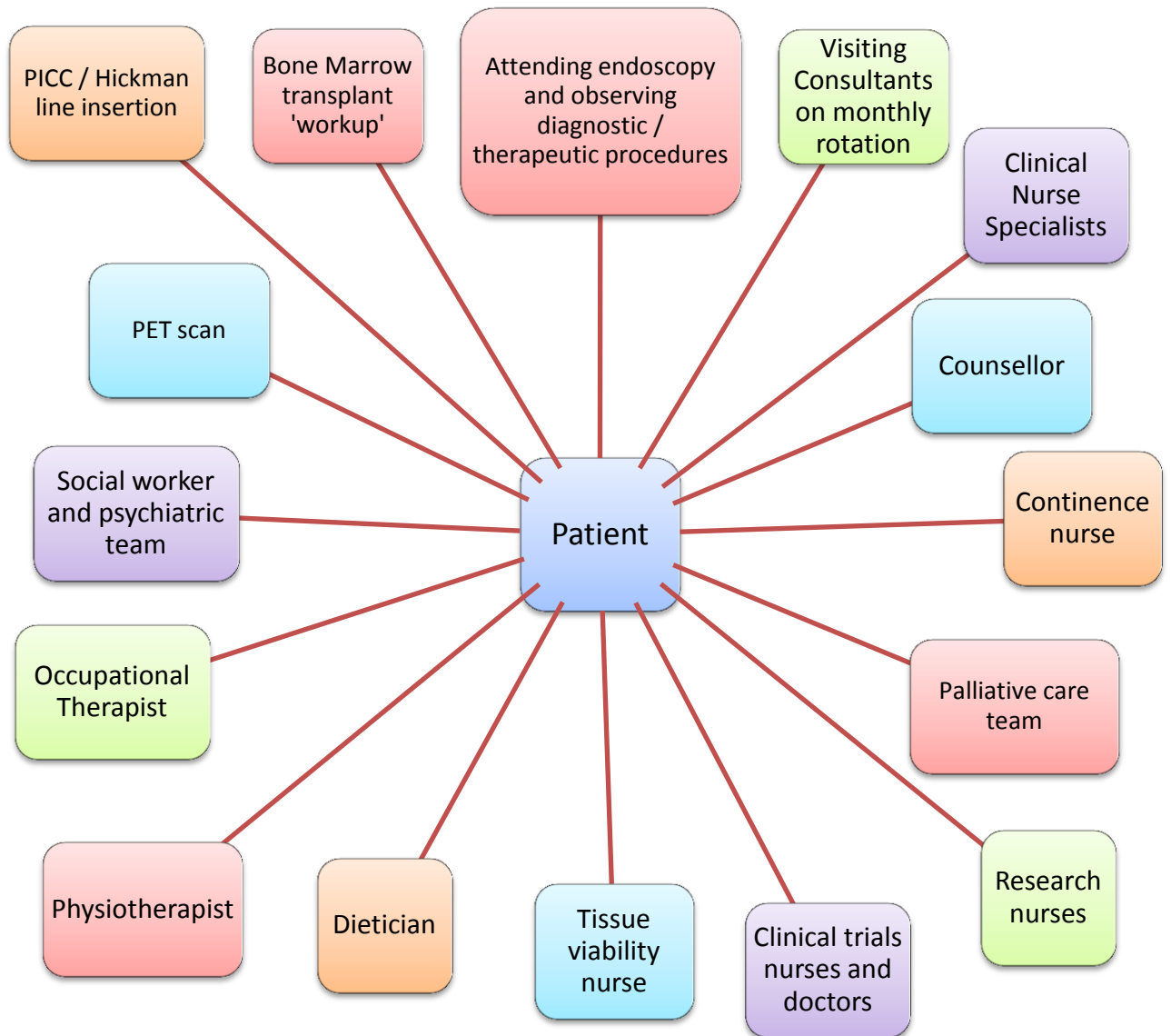
Useful numbers

Cardiac arrest	2222
Fire	2222
Security	2444 (emergencies only)
Help desk	1234 e.g. to book a hairdresser
Operator	100

Hub and Spokes for Davidson ward



Hub and Spokes following the patient journey



Core Learning Opportunities (Under Supervision):

Participate in the holistic assessment of individuals with a range of haematological conditions/malignancies for example:

- ❖ Sickle cell anaemia
- ❖ Acute Myeloid Leukaemia
- ❖ Lymphoma
- ❖ Myeloma

You may participate in /observe/identify (with context related examples):

- Applying relevant knowledge / measuring & interpreting clinical observations
- Developing skills in the use of related equipment under supervision e.g. dynamap
- Recognising the deteriorating patient e.g. NEWS, escalating, I-mobile
- Observing diagnostic procedures e.g. lumbar puncture, venepuncture, bone marrow aspirate
- Communication e.g. enhancing listening skills
- Obtaining specific specimens as required e.g. urine (MSU), stool, sputum, nose/pharyngeal swabs, MRSA, VRE screening
- Documentation e.g. electronic patient records
- Risk Assessment e.g. falls or infection control
- Discharge planning
- Patients psychological needs
- Identifying the patient's health & social care needs e.g. involve the CNS
- Medicine management e.g. monitoring for side effects of chemotherapy

The learning opportunities above are mapped against the Professional Values, Essential Skills and Practice Assessments in your PLPAD and presented in the box below. This will assist you to identify and plan for what you could achieve.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome Number
BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1-4, 6-9, 12, 13, 19, 20, 21, 22, 25-27, 30 Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 7, 9, 10, 11, 18, 22, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 13, 16, 17, 18, 23, 24, 27, 29, 43, 49, 52, 53, 54, 55, 62, 66, 69 Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

Core Learning Opportunities (Under Supervision): ward based

Participate in the assessment of patients with complex needs – for example:

- ❖ Patients with co-morbidities
- ❖ Patients with disease progression
- ❖ Patient family situation

You may participate in observe/identify (with context related examples):

- Developing / enhancing observational skills e.g. using ‘wardware’
- Applying / measuring & interpreting clinical observations e.g. Glasgow Coma Score (GCS) (lymphoma), blood results
- Developing / enhancing communication skills e.g. dealing with sensitive issues
- Analysing situations
- Prioritising patient need e.g. recognising the deteriorating patient, escalation, I-mobile, Hospital at Night Team
- Decision making e.g. multidisciplinary working, patient and family collaboration
- Risk assessment e.g. mobility and falls / pressure ulcer prevention
- Identifying the patient’s health & social care needs

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1-4, 6-9, 12, 13, 19, 20, 21, 22, 25-27, 30
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 7, 9, 10, 11, 18, 22, and Part 2 Practice Assessment ‘Episode of Care’
BSc Part 3 and PGDip part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 13, 16, 17, 18, 23, 24, 27, 29, 43, 49, 52, 53, 54, 55, 62, 66, 69 and Part 3 Practice Assessment ‘Episode of Care’ and ‘Medicines Management’

Core learning Opportunities (Under Supervision): ward based

Participate in the planning of individualised patient centred care for example:

- ❖ Patient with an acute condition
- ❖ Patient living with a life limiting condition
- ❖ Patients for stem cell transplant

You may participate in /observe/identify (with context related examples)

- Prioritisation of patient need
- Decision making e.g. MDT working
- Patient inclusion e.g. informed consent / capacity
- Patient centred care e.g. determine patient's priorities / preferences
- Documentation e.g. confidentiality, developing a care plan
- Multi-disciplinary working e.g. role boundaries
- Communication e.g. listening to patient / family, patient education
- Discharge / care transfer planning
- Repatriation to patient's local hospital
- Maintaining patient safety following risk assessment

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1, 2, 3, 4, 6, 7, 8, 9, 11, 12 and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 16, 17, 18, 22, 43, and Part 2 practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	2, 8, 11, 13, 16, 17, 23, 24, 28, 41, 53, 67, 70 and Part 3 Practice Assessment 'Episode of Care'

Core learning Opportunities: (Under Supervision) – ward based

Participate in implementing patient centred care and nursing interventions, promoting identity & inclusion for example:

- ❖ Patient receiving acute treatment e.g. for stem cell transplant
- ❖ Patient requiring end of life care e.g. meeting total care needs and symptom control

You may participate in /observe/identify (with context related examples)

- Meeting hygiene needs e.g. assisting patient, providing total personal care
- Meeting patient's mouth care needs e.g. observing for mucositis, education
- Meeting elimination needs e.g. indwelling urethral catheter, faecal management
- Meeting mobility needs e.g. paresis due to condition
- Skin integrity e.g. skin assessment, pressure ulcer prevention
- Meeting psychological needs e.g. listening to patient, refer to counsellor if required
- Meeting nutritional needs e.g. observe for signs of mucositis, providing supplements, refer to dietician
- Maintaining fluid balance e.g. monitoring patient intake/output, accurate recording
- Care specific to identified risk e.g. falls, health and safety
- Care evaluation, re-assessment & review with patients / family
- Communication e.g. with CNS, patient with speech impairment
- Documentation and record keeping e.g. developing a care plan, ward ware
- Palliative care e.g. symptom control, psychological support, pain management
- Infection prevention and control
- Wound care e.g. Aseptic Non Touch techniques (ANTT)
- Patient education e.g. promoting independence
- Medicine management e.g. protocol for chemotherapy administration

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 21, 22, 23, 25, 26-33, 35, 37, Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 5- 7, 9, 10, 12, 13, 16- 18, 22, 27, 28, 32-36, 38, 41, 42- 43, 49, 50, 51 and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 3, 7, 8, 13, 14, 16-18, 20-22, 24, 25, 27, 29, 43, 46, 47, 49, 52, 53, 56, 59, 60, 62, 67, 70, 71, 76-78, 84, 82, 84, 87-89 and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

Core Learning Opportunities (Under Supervision) – ward based:

Under supervision, participating in the administration of prescribed medication using a variety of routes for example

You may participate in administering observing (with context related examples)

- Oral medication, calculating dose, correct procedure (5 rights)
- Eye drops
- Mouth wash
- Topical cream (dermatological) e.g. graft versus host (GVHD)
- Percutaneous endoscopic gastrostomy (PEG) e.g. GVHD
- Naso-gastric (NG) tube
- Total parenteral nutrition (TPN)
- Injections subcutaneous
- Medication dose calculations
- Observation only of IV drug administration
- Observe PIC/Hickman for chemotherapy

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BSc Part 1 and PGDip Part 1	1, 2, 5- 10, 12, 13	35, 36, 37
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 12, 13	49, 50, 51
BSc Part 3 and PGDip Part 3	1, 2, 4, 5- 14	78, 79, 82, 83, 84, 87, 88 and Practice Assessment Part 3 'Medicines Management'

Core Learning Opportunities (Under Supervision) – ward based:

Participate in the assessment of patient risk for example:

- ❖ Patient receiving chemotherapy
- ❖ Patient with reduced mobility

You may participate in (with context related examples)

- Tissue viability e.g. observing skin integrity/preventing pressure ulcer, E-trace, pressure relieving mattress
- Deteriorating patient e.g. NEWS score, sepsis
- Falls e.g. hypotension due to sepsis, fatigue, side effects of chemotherapy
- Nutrition / Hydration e.g. IV infusion, anorexia due to treatment, NG feeds, TPN
- Mobility e.g. reduced activity, pressure ulcer prevention, VTE
- Continence/elimination e.g. indwelling urethral catheter, bowel management for type 7
- Manual Handling e.g. using equipment
- Infection control e.g. immunosuppression
- Disability
- Safe guarding
- Health & Safety e.g. patient receiving chemotherapy and procedure
- Medicine management e.g. monitoring side effects of chemotherapy

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1, 6, 12, 13, 14, 17, 19, 20, 21, 24, 31, 34
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	4, 7, 10, 13, 22, 37, 41, 44, 48
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	5, 23, 29, 42, 43, 46, 47, 53, 55, 62, 66, 69, 73, 76, 90

Core Learning Opportunities (Under Supervision) – ward based

Participate in preparing for patient discharge /care transfer /handover for example:

You may participate in (with context related examples)

- management of complex discharge e.g. District Nurse (DN) referrals, Kings at Home
- effective handover at shift change
- nursing team ‘huddle’
- transfer to and from another clinical area
- documentation process
- team discharge process in liaison with bed manager
- MDT & other agencies working
- Discharge co-ordinator
- Palliative care ‘fast track’
- Patient / Family support / involvement
- Social services

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Adult Programme and part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome Number
BSc Part 1 and PGDip Part 1	1, 2, 5, 8, 9, 12,13,	1, 2, 4, 6, 8, 9, 19,
BSc Part 2 and PGDip Part 2	1,8, 9, 12, 13	1, 3, 4, 5, 16, 17, 18,
BSc Part 3 and PGDip Part 3	1, 2, 6, 9, 10, 13, 14	1, 2, 3, 7, 8, 9, 10, 11, 13, 16, 17, 24 and Part 3 Practice Assessment ‘Episode of Care’

Core Learning Opportunities (Under Supervision) – ward based

Participate in working within a multi-disciplinary team for example

You may participate in /observe (with context related examples)

- Working alongside colleagues during patient interventions
- Multidisciplinary Team (MDT) meetings on Thursdays
- Patient case conferences
- Ward rounds with Consultant
- Clinical Nurse Specialists
- Bone Marrow Transplant (BMT) work up
- BMT information session

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Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome Number
BSc Part 1 and PGDip Part 1	1, 2, 5, 4, 6, 12, 13	1, 8, 14
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 12, 13	1, 5, 18,
BSc Part 3 and PG Dip Part 3	1, 2, 4, 5, 6, 7, 9, 11, 13, 14	1, 2, 3, 16, 17, 20, 24, 35, 43

Specific Learning Opportunities (Under Supervision) ward based:

Participate in care of the patient / family during end of life

You may participate in (with context related examples):

- Providing psychological support
- Inter-professional liaison & working
- Developing an awareness of family needs / preferences e.g. preferred place of death
- Dealing with sensitive issues
- Cultural /religious /spiritual needs / chaplaincy e.g. procedure to be followed prior to and after death
- Symptom control e.g. pain management
- Palliative care team liaison
- Liaison with hospice team
- End of life care e.g. providing total personal care, pressure ulcer prevention
- Care after death e.g. procedure to follow

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Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 4-13	1-4, 6—12, 14-17, 19-29, (30& 34) as appropriate 31-33, 35-37
BSc Part 2 and PGDip Part 2	1, 2, 4-13	1, 3-7, 10, 18, 22, 27,33, (34, 37, 41 as appropriate), 49-51, 54
BSc Part 3 and PGDip Part 3	1, 2, 4-14	1- 3,(5-9 as appropriate)10-14, 16-25, 27-32, 35, 36, 38, 39, 49, 51-60, 62 63, 64, 66-77 as appropriate) , 78, 81, 83, 84

Specific Learning Opportunities (Under Supervision) ward based:

Skills / strategies to communicate with patients with cognitive, and / or sensory impairment

You may participate in (with context related examples):

- Patient with dysphasia
- Patient with sensory impairment e.g. visual, auditory
- Patient with delirium due to sepsis/MDT/I-mobile/PROKARE
- Non-English speaker e.g. interpretation service/non verbal

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BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 2, 3, 4, 7, 8
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 5
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1, 2, 3, 13, 14, 16, 18, 19, 24

Specific Learning Opportunities (Under Supervision) ward / unit based:

Preparing a patient for and observing diagnostic procedures

You may participate in and / or observe (with context related examples):

- Procedure for preparing patient e.g. checklist, providing information to the patient, and transferring care of the patient to the relevant team
- MRI scan
- CT scan
- Venepuncture
- Cannulation
- Positron emission tomography (PET) scan

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BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 4, 7, 8, 12, 21, 23, 25
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 6, 12, 16, 17, 18
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 8, 9, 10, 13, 14	1, 2, 7, 20, 24

Specific Learning Opportunities (Under Supervision) ward based:

Observing the role of the Occupational Therapist and Physiotherapist

You may participate in and observe the practitioner (with context related examples):

- Undertaking ward based activities– e.g. functional skills
- Patient’s exercise plan
- Equipment e.g. for mobilising

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BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 4, 8
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 3, 4, 16, 18
BSc Part 3 and PGDip Part 3	1, 2, 5, 6, 7, 9, 13, 14	1, 2, 16, 17, 20, 24

Specific Learning Opportunities ward / unit based:

'Shadowing' to observe the role of other health & social care professionals within the context of individual patient need:

You may participate in / observe activities undertaken by (with context related examples):

- Contenance CNS
- Tissue Viability CNS
- Diabetes CNS
- Sickle cell CNS
- Lymphoma CNS
- Myeloma CNS
- Falls Prevention team
- Young person's CNS
- Pharmacist
- Social Worker
- Physiotherapist
- Occupational Therapist
- Dietician
- Chaplaincy

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Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	N/A	N/A for part 1 students
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 12, 13	1, 18
BSc Part 3 and PGDip Part 3	1, 2, 4, 5, 6, 7, 9, 10, 12, 14	1, 2, 16, 24

Specific Learning Opportunities (Under Supervision) ward / unit based

Care and management of a patient's wound: e.g.

- ❖ Chest drain site
- ❖ Pressure ulcer

You may participate in / observe / recognise (with context related examples):

- Indwelling devices e.g. chest drains
- Aseptic Non Touch Technique (ANNT)
- Pain assessment / management
- Wound assessment/observation
- Wound swab if required e.g. Hickman line site
- Documentation

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BSc Part 1 and PGDip Part 1	1, 2, 4-12	1, 4, 6, 25-29
BSc Part 2 and PGDip Part 2	1, 2, 4-12	6, 9, 10, 11, 12, 27, 32, 33
BSc Part 3 and PGDip Part 3	1, 2, 4-14	1, 2, 13, 52, 59, 60, 62, 78, 82, 84

Specific Learning Opportunities (Under Supervision) ward / unit /other clinical area:

Participating in and observing invasive procedures for patient diagnosis / treatment for example:

You may participate in / observe / recognise (with context related examples):

- Lumbar puncture
- Chemotherapy administration
- Insertion of peripherally inserted central catheter line (PICC)
- Insertion of Hickman line
- Explaining procedure to patient, consent, patient preparation
- Communicating with patient e.g. to explain progress during procedure, providing psychological support

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1, 4, 19, 21, 23
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	6, 12, 16, 17, 18
BSc Part 3 and PGDip Part3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 24, 52

Specific Learning Opportunities (Under Supervision) ward / unit based:

Care of the patient pre and post endoscopy for example:

- ❖ Colonoscopy e.g. GVHD (gut)

You may participate in / observe/ (with context related examples):

- Identify reason for endoscopy
- Preparation procedure of patient
- Explaining procedure, consent, patient dress
- Colonoscopy procedure
- Flexi-sigmoidoscopy
- Pre and post procedure observations (vital signs) and monitoring

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1, 4, 8, 12, 13, 17, 19
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	6, 7, 10, 12, 16, 17
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 16, 24, 27, 29, 43

Specific Learning Opportunities (Under Supervision) ward based:

Care of patient with enteral feeding requirements for example:

You may participate in / observe / identify (with context related examples):

- Identifying the need for enteral feeding
- Percutaneous Endoscopic Gastrostomy (PEG)
- Naso Gastric (NG) tube e.g. following best practice
- Bridal loop for NG tube
- Total Parenteral Nutrition (TPN) e.g. participating in calculating rate
- Psychological support

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Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	N/A	N/A
BSc Part 2 and PGDip Part 2	1, 2, 4-9, 11-13	11, 35, 36-38, 40, 41
BSc Part 3 and PGDip Part 3	1, 2, 4-11, 13, 14	63, 64, 66, 67, 68, 69, 70, 72, 74

Specific Learning Opportunities (Under Supervision) ward based:

Care of patient with psychological and social needs for example:

You may participate in /observe/identify (with context related examples):

- Supporting patients with life threatening conditions
- Supporting patients with life limiting conditions
- Palliative care team
- Supporting patient with long term/complex needs
- Supporting young adults and the family
- MDT working and communication e.g. social worker, district nurses
- Communicating with patient and family e.g. listening, non-verbal
- Referral to counselling service/CNS/external agencies
- Providing patient information e.g. support groups, CNS

The learning opportunities above are mapped against the Professional Values and Essential Skills in your PLPAD and presented in the box below. This will assist you to identify and plan for what you could achieve

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 2, 3, 4, 6, 7, 8, 9, 10
BSc Part 2 and PGDip Part 2	1, 2, 5,6, 8, 9, 12, 13	1, 3, 4, 5, 18,
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1, 2, 7, 9, 10, 11, 13, 14, 16, 17, 18, 20, 24

Specific Learning Opportunities (Under Supervision) ward based:

Care of patients with dermatology needs for example:

- Graft versus host disease

You may participate in /observe/identify (with context related examples):

- Symptom control e.g. skin dryness
- Pain assessment and management
- Itchy rash
- Maintaining adequate hygiene
- Psychological support
- Mouth care (mucosal)
- Topical application of creams as prescribed
- Promoting continence/managing diarrhoea e.g. prescribed barrier creams
- Communication e.g. listening to patient/ observing patient
- Documentation

The learning opportunities above are mapped against the Professional Values and Essential Skills in your PLPAD and presented in the box below. This will assist you to identify and plan for what you could achieve

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	6, 37,
BSc Part 2 and PGDip Part 2	1, 2, 5,6, 8, 9, 12, 13	10, 49, 51
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	13, 14, 25, 29, 83, 84, 87, 88

Specific Learning Opportunities (Under Supervision) ward based:

Care of patient pre and post-transplant for example

- ❖ Stem cell transplant
- ❖ Bone marrow transplant

You may participate in /observe/identify (with context related examples):

- Assessment, planning, implementation and evaluation of care
- Types and indication for transplant e.g. autologous, allograft, haploidentical and cord
- Identify patient 'work up' and preparation to transplant e.g.
 - consent
 - disease markers
 - documentation
- Identify potential post-transplant side-effects e.g.
 - graft versus host
 - immuno suppression
- meeting elimination needs e.g. diarrhoea
- maintaining effective mouth care e.g. dryness
- meeting psychological needs e.g. anxiety
- meeting nutritional/fluid needs e.g. anorexia, nausea, fluid balance
- maintaining skin comfort/ integrity e.g. itchy rash, applying topical medication
- medicines management e.g. symptom control
- risk assessment/health and safety

The learning opportunities above are mapped against the Professional Values and Essential Skills in your PLPAD and presented in the box below. This will assist you to identify and plan for what you could achieve

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 4, 6, 13, 19, 23, 25, 26, 29, 30, 37
BSc Part 2 and PGDip Part 2	1, 2, 5,6, 8, 9, 12, 13	7, 10, 12, 22, 27, 35, 37, 38, 41, 51
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1, 2, 13, 14, 16, 17, 24, 27, 29, 53, 59, 66, 67, 69, 70, 87

Reflective learning log

This reflective learning log may be used (**optional**) by you to record learning activity undertaken during a spoke visit / learning opportunity. It provides you with additional evidence on which to focus discussion with your mentor as part of formative feedback. Additionally it serves as a reminder for your personal reflection.

Spoke learning opportunity: _____

Date / time: _____

Learning opportunities identified:

Comments / feed forward from practitioner in area:

Practitioner's signature: _____

Student Reflection Comments:

Student name / signature: _____

Student Placement Evaluation

Please provide the practice team with feedback on your learning experience by answering the questions below, and make any comments you wish to be considered. Please give this to your mentor/ward manager/PDN/CPF or PDM/MPF before you leave. Thank you.

Domain 1 - Establishing effective working relationships (NMC 2008)

Did you receive an orientation to the practice placement?

Domain 2 – Facilitation of learning (NMC 2008)

How did you identify and select appropriate learning opportunities?

Domain 3 – Assessment and accountability (NMC 2008)

How were you provided with feedback on your development and progress?

Domain 4 – Evaluation of learning (NMC 2008)

Were you allocated a mentor and how much time did you spend with them?

Domain 5 – Create an environment for learning (NMC 2008)

How did your mentor and the practice team facilitate your learning?

Domain 6 – Context of practice (NMC 2008)

What did you learn about the specific nature of care provided in the placement?

Domain 7 – Evidence-based practice (NMC 2008)

How were you supported in applying an evidence base to your practice learning?

Domain 8 – Leadership (NMC 2008)

How well were your learning needs met?

How could we enhance your learning experience?

Please make any further comments in the box below.

Thank you for taking the time to complete this evaluation

Reference: Nursing and Midwifery Council (2008). *Standards to support learning and assessment in practice*. Online available from www.nmc-uk.org

Suggested reading:

Getliffe, K. and Dolam, M. (2007) *Promoting Continence A Clinical and Research Resource* 3rd edition. Elsevier: Philadelphia

Kenyon, M. and Shaw, B. (2014) *The Seven Steps The Next Step* online available from www.anthonynolan.org/patientinfo

Lapham, R. and Agar, H. (2009) *Drug Calculations For Nurses* (3rd Edition). Hodder and Arnold: London

NICE (2012) *Neutropenic sepsis: prevention and management in people with cancer* online available from www.nice.org.uk/guidance/cg151

Nursing and Midwifery Council (2015) *Raising concerns: Guidance for nurses and midwives*. Online available from www.nmc.org.uk

Royal College of Nursing (2012) *Catheter Care RCN Guidance for nurses*. 2nd edition. Online available from <http://www.rcn.org.uk>

Royal College of Nursing (2007) *Helping students get the best from their practice placements*. Online available from www.rcn.org.uk/publications/pdf

Useful sites:

For blood and lymphatic cancers 'Leukaemia care' online available from www.leukaemiacare.org.uk

www.doh.gov.uk for Discharge Planning Guidelines

<http://kingsdocs/docs/kchdocs/CG161%20Falls> for NICE 2013 Falls: assessment and prevention of falls in older people

Sickle Cell Disease: <http://www.nice.org.uk/guidance/cg143>

