



King's College Hospital 
NHS Foundation Trust

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



Practice Placement ward: Betty Alexander Suite



**London South Bank
University**

Introduction to the Ward / Unit

Welcome to: The King's Older Persons' Assessment Unit (KOPAU) known as the Betty Alexander Suite, King's College Hospital NHS Foundation Trust, and part of the Trauma, Emergency and Acute Medicine (TEAM) Division.

The Betty Alexander Suite is a multidisciplinary team that provides a variety of services within an outpatient setting. Predominantly we specialise in the needs of older people, typically over 65 years of age, however younger patients from across the hospital who require day case treatment or assessment will also access the unit.

The Unit provides the following services:

- Multidisciplinary team assessment service
- Infusions: day case treatment
- Specialist outpatient clinics
- Physiotherapy and Occupational therapy

Location

We are located: in Suite 2 of the Golden Jubilee Wing, King's College Hospital, Denmark Hill, London

Ward / Unit telephone: 020 3299 6184/6185

Welcome to the team

Ward / Unit Manager is: Kate O'Donoghue 020 3299 6137 k.odonoghue@nhs.net

Modern Matron is: Lisa DeJonge lisa.dejonge@nhs.net

Student co-ordinator is: Grace Ama grace.ama@nhs.net

Practice Development Nurse is: Yvonne Lewis ylewis1@nhs.net and Bethany Smith Bethany.smith8@nhs.net

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Clinical support worker
- Domestic / Housekeeper
- Lead administrator
- Physiotherapists
- Occupational therapists
- Consultants and teams for
 - Falls
 - Osteoporosis

- Memory
- KOPAL
- Gerontology x 5
- Clinical nurse specialists for example:
 - Nurse Consultant for Older People
 - Continence
 - Memory Dementia Nurse

Unit Philosophy

Mission statement

To promote healthy ageing and independence through our specialist clinical assessment and social support

To maintain high standards of care, provided by all practitioners within the unit, ensuring that patient safety, privacy and dignity is respected at all times

To provide and improve the link between the acute trust and community services

Service Aims:

- The overall aim of the unit is to provide person centred care through a comprehensive, multidisciplinary assessment, and ongoing support to prevent unnecessary hospital admissions
- To develop and promote best practice in the care of older people
- To offer an alternative to the Emergency Department (ED), for patient with functional decline or a medical need, who require rapid assessment and intervention
- To provide assessment and administer treatment within a day case setting
- To receive referrals from a variety of sources – healthcare professionals, community services, individuals and their carers

Shift pattern students may follow

5 day week 7 day week Weekends

7 ½ hour shift: Early start 08.00 to 16.00hrs, 08.30 to 16.30hrs, 09.00 to 17.00hrs or 09.30 to 17.30hrs

Night shift N/A

Staffing establishment

Registered Nurses – Early shift = varies according to clinics

Health care assistants/clinical support worker – Early shift = varies according to clinics

Meal breaks

You are permitted a 30 minutes break on a 7 ½ 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

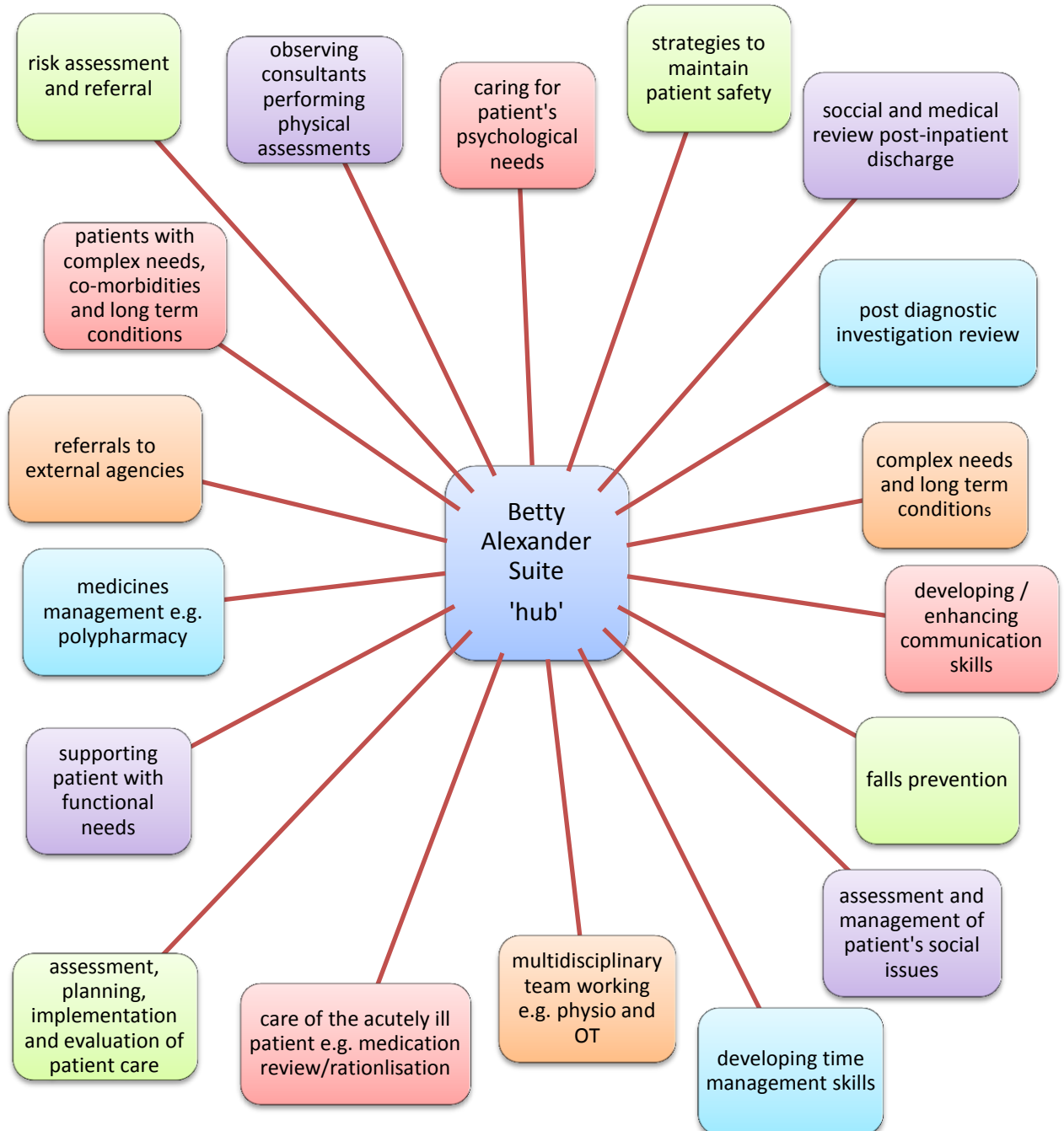
Air calling and Paging:

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

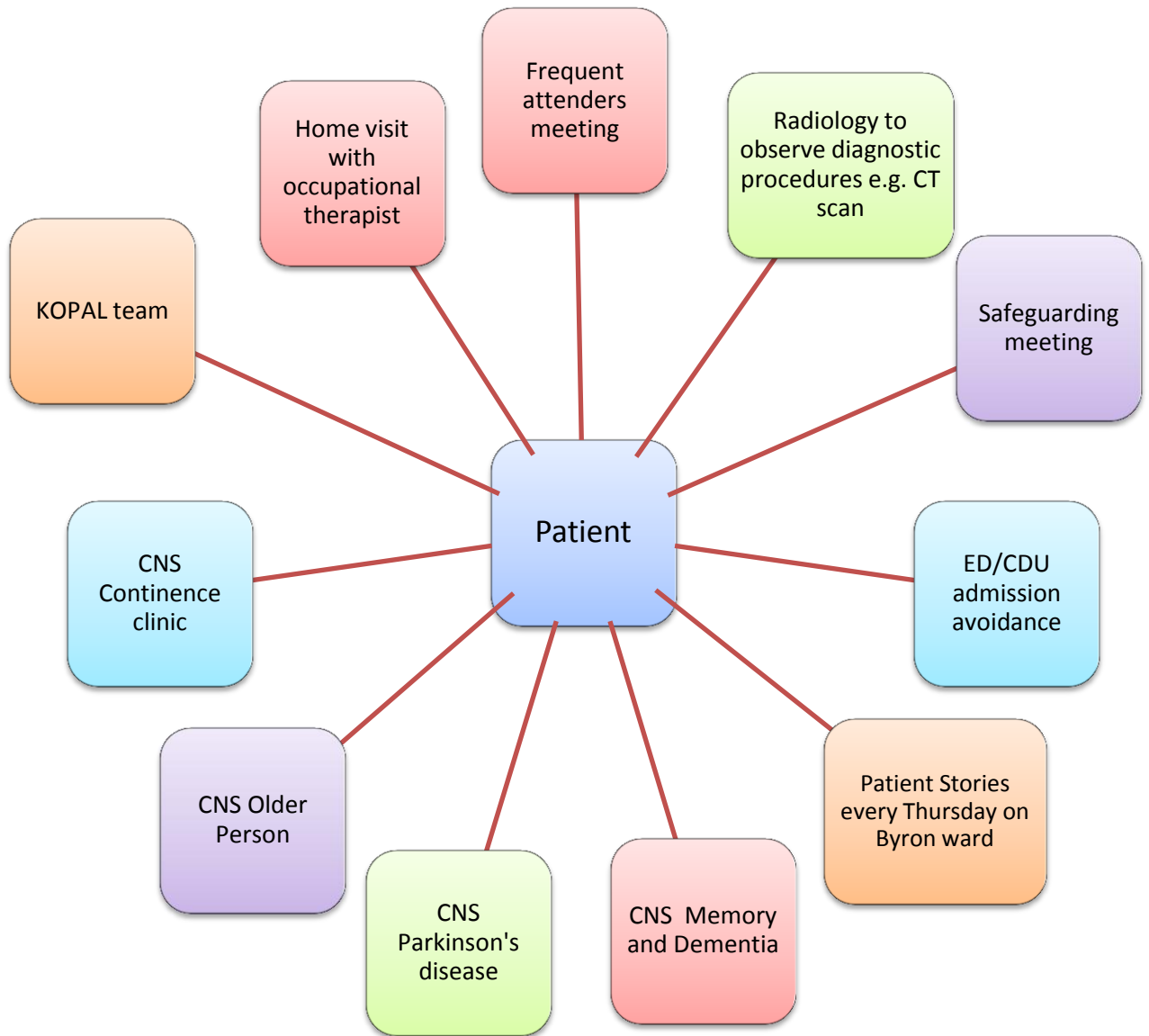
Useful numbers

Cardiac arrest	2222
Fire	2222
Security	2444
Senior Nurse Medicine	Bleep KH6077

Hub and Spokes for Betty Alexander Suite



Hub and Spokes following the patient journey



Core Learning Opportunities (Under Supervision): unit based

Participate in the comprehensive assessment of individuals with a range of medical conditions / long term conditions for example:

- ❖ To determine a frail older person's medical, psychological and functional capability
- ❖ Patient living with Parkinson's disease
- ❖ Functional decline e.g. reduced mobility following a fall

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

- Applying relevant knowledge / measuring & interpreting clinical observations e.g. weight and BMI, blood glucose, blood pressure
- Developing skills in the use of related equipment under supervision
- Observing diagnostic procedures e.g. venepuncture, radiological interventions
- Contenance assessment
- Observing basic eye tests
- Communication e.g. enhancing questioning and listening skills, MDT working
- Obtaining specific specimens as required e.g. urinalysis (MSU)
- Documentation e.g. EPR and referrals
- Risk Assessment e.g. falls, mobility and footwear
- Transfer of care e.g. liaising with external agencies
- Identifying the patient's health and social care needs e.g. home support
- Safeguarding e.g. consent and mental capacity
- Medication review
- Psychological e.g. sleep, mental test score, depression score

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 Number
BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8- 10, 12, 13	1, 2, 3, 4, 6 - 9, 12, 13, 19, 20, 25 -27, 29
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 16, 17, 18, 22, 24, 27, 33, 38, 49, 50, 51
BSc Part 3 and PGDip Part3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 7, 11, 13, 16, 17, 18, 20, 21, 23, 24, 27, 31, 46, 51, 52, 57, 59, 60, 62, 66, 69, 76, 77, 78, 83, 84

Core Learning Opportunities (Under Supervision): unit based

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

- ❖ Prior to patient commencing a new regime
- ❖ Patient with co-morbidities / previous medical conditions e.g. stroke
- ❖ Exacerbation of existing conditions e.g. heart failure (cardiovascular)

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

- Developing / enhancing observational skills e.g. facial pallor, agitation, skin turgor
- Applying / measuring & interpreting clinical observations e.g. applying 'normal' parameters, taking manual blood pressure for hypotension
- Observing diagnostic procedures e.g. electrocardiogram (ECG)
- Developing / enhancing communication skills e.g. non-verbal
- Analysing situations
- Prioritising patient need
- Decision making e.g. escalating concern
- Risk assessment e.g. falls /mobility
- Identifying the patient's health & social care needs e.g. home support
- Safeguarding
- Mental capacity /mental test score/depression score
- Medicines management e.g. polypharmacy
- Transfer of care

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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 - 9, 12, 13, 19, 20, 25 -27, 29
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 16, 17, 18, 22, 24, 27, 33, 38, 49, 50, 51
BSc Part 3 and PGDip part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 7, 11, 13, 16, 17, 18, 20, 21, 23, 24, 27, 31, 46, 51, 52, 57, 59, 60, 62, 66, 69, 76, 77, 78, 83, 84

Core learning Opportunities (Under Supervision): unit based

Participate in the planning of individualised patient centred care for example

- ❖ Patient commencing a new treatment regime
- ❖ Patient with a decline in functional ability
- ❖ Patient admitted to the infusions centre for a blood transfusion

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

- Prioritisation of patient need e.g. immediate/longer term
- Decision making e.g. MDT collaboration
- Patient inclusion e.g. informed consent / mental capacity / learning disability
- Patient centred care e.g. determine patient's priorities / preferences
- Documentation e.g. confidentiality, electronic KOPAL system
- Collaborative multi-disciplinary working e.g. communication
- Communication e.g. listening to patient / family, explanation/information
- Care transfer planning e.g. referrals to District Nurses, Community Matron, Social Services, Safeguarding team, specialist nurses

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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, 6, 8, 9, 10, 12, 13	1- 4, 7 - 8, 14
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 6, 12, 16, 17, 18, 22
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 11, 13, 16, 24, 31

Core learning Opportunities: (Under Supervision) – unit based

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

- ❖ Preparing patient to receive a blood transfusion
- ❖ Promoting health and wellbeing through patient education

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

- Functional needs e.g. mobility
- Meeting elimination needs e.g. bowel care advice/information, urinalysis
- Meeting mobility needs e.g. assisting patient onto examination couch
- Meeting psychological needs e.g. communication difficulties, social situation
- Meeting nutritional needs e.g. monitoring, weighing patient/BMI, blood glucose
- Maintaining fluid balance e.g. monitoring blood units transfused and recording
- Monitoring clinical observations e.g. during blood transfusion
- Care specific to identified risk e.g. safe footwear advice
- Care evaluation, re-assessment and review with patients / family
- Communication e.g. listening to patient/family, MDT liaison
- Documentation and record keeping e.g. confidentiality, EPR
- Infection prevention and control e.g. handwashing, safe disposal, ANTT
- Health and safety e.g. disposing of sharps, personal protective equipment (PPE)
- Medicine administration e.g. '5 rights'

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, 5- 10, 12, 13	1, 2, 3, 4, 6- 10, 12- 14, 22, 23, 25, 26- 29
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 5, 6, 7, 9, 12, 16, 17, 18, 27, 33, 38, 49, 50, 51
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 16, 17, 18, 24, 26, 27, 29, 49, 51, 52, 57, 59, 60, 62,78, 82 -84, 87, 88

Core Learning Opportunities (Under Supervision) – unit based:

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

You may participate in administering (with context related examples)

- Oral e.g. Paracetamol in tablets/liquid
- Injections subcutaneous
- Medication dose calculations
- Observing infusions pumps
- Observation only setting up blood transfusions
- Observing only medication by IV infusion
- Utilising available resources e.g. British National Formulary (BNF)
- Following /observing procedure for medicine/blood administration e.g. '5 rights' , documentation

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, 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

Core Learning Opportunities (Under Supervision) – unit based:

Participate in the assessment of patient risk for example:

- ❖ Actual risk e.g. manual handling within the clinic setting
- ❖ Potential risk e.g. falls at home due to mobility decline

You may participate in (with context related examples)

- Tissue viability e.g. Waterlow score
- Deteriorating patient e.g. NEWS score
- Falls e.g. mobility decline, visual impairment
- Nutrition / Hydration e.g. dysphagia / liaising with dietitian
- Mobility e.g. sensory impairment/movement impairment
- Contenance e.g. mobility/managing incontinence/bowel management
- Manual Handling
- Infection control
- Disability
- Safe guarding
- Health & Safety
- Medicine management e.g. dysphagia/self-administration

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.

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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) – unit based

Participate in preparing for patient care transfer for example:

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

- management of complex care transfer
- transfer to and from another clinical area e.g. home / hospital ward
- documentation process
- referral process and system
- MDT & other agencies working
- OT home visit
- Patient / Family support / involvement
- Social services

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, 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

Specific Learning Opportunities (Under Supervision) unit based:

Developing / enhancing skills and strategies to communicate with patients who have cognitive/ sensory /expressive impairment for example:

- ❖ Patients living with Dementia
- ❖ Patients living with Parkinson's disease

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

- Patients with dysphasia
- Patients with memory loss/disturbance
- Sensory impairment e.g. visual, auditory
- Liaising with Occupational Therapist
- Non-English speaker/interpretation service
- Patients with a learning disability
- Alternative forms of communication e.g. non-verbal

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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, 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

Core Learning Opportunities (Under Supervision) – unit based

Participate in working within a multi-disciplinary team for example:

- ❖ Physiotherapist
- ❖ Occupational therapist
- ❖ Consultant and team

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

- Working alongside colleagues during patient assessment and interventions
- Multidisciplinary Team (MDT) meetings (weekly)
- New patient referrals / complex needs meeting with specific Consultant and team

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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

Specific Learning Opportunities (Under Supervision) unit based:

Observing the role of the Occupational Therapist and Physiotherapist

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

- Undertaking unit based activities– e.g. functional skills
- Undertaking Gym based

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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 (Under Supervision) unit/other units 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
- Carotid duplex
- CT scan head
- Electrocardiogram (ECG) (24 hour)
- Echocardiogram
- X-ray
- Ultrasound scan (USS)
- Doppler

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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) on Donne ward (HAU)

Participating in “Patient Stories” within the TEAM division (weekly every Tuesday)

- ❖ Patients with dementia

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

- Patient’s perspective of their condition
- Patient’s perspective of care /service
- Communication e.g. active listening
- Planning action

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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, 5, 6, 8, 9, 12	1, 2, 7, 8, 14
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, 13, 16, 18, 20, 24

Specific Learning Opportunities 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 (clinic)
- Falls Prevention team
- Physiotherapist
- Occupational Therapist
- Memory / Dementia CNS
- Consultant nurse for older people

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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 therefore as an additional learning opportunity
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) unit based:

Management of a group of patients during a specific clinic - under supervision: including assessing, planning, implementing and evaluating care.

- ❖ Part 2 students the opportunity to develop/enhance skills
- ❖ Part 3 students the opportunity to enhance skills

You may participate in and develop/enhance skills in (with context related examples):

- Prioritisation of patient needs
- Problem solving e.g. appropriate referral
- Decision making e.g. patient inclusion
- Communication e.g. MDT collaboration
- Team working e.g. role limitation
- Leadership e.g. raising concerns
- Time management skills

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BSc Part 1 and PGDip Part 1	N/A	N/A
BSc Part 2 and PGDip Part 2	1-13	1, 3, 4, 6, 7, 10, 11, 12, 13, 16 -18, 22, 26- 28, 33, 38, 51
BSc Part 3 and PGDip Part 3	1-14	1, 2, 3, 7, 11, 13, 16, 17, 18, 19, 20, 21, 24, 27, 28, 31, 49, 52, 59, 62, 64

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:

Blackhall, A., Hawkes, D., Hingley, D. and Wood, S. (2011) VERA framework: communicating with people who have dementia. *Nursing Standard*. 26, 10, 35-39.

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

Heath, H. and Phair, L. (2011) Frailty and its significance in older people's nursing. *Nursing Standard*. 26, 3, 50-55.

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

Ouldred, E. (2007) Common forms of dementia and their management. *British Journal of Nursing* Vol1 04 31-34

Ouldred, E. (2007) Dementia: caring for patients and supporting carers. *British Journal of Nursing* Vol1 04 172-175

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

Turner, G. and Clegg, A. (2014) Best practice guidelines for the management of frailty: a British Geriatrics Society, Age UK and Royal College of General Practitioners report. *Age and Ageing* 43: 744-747. Online available from <http://ageing.oxfordjournals.org/>

Useful sites:

Discharge planning guidelines www.doh.gov.uk

National Service framework for Older People www.doh.gov.uk

www.age.uk.org.uk

www.bupa.co.uk/understanddementia for 'How to keep communicating with a loved one as dementia progresses' Talking Toolkit

www.nice.org.uk search for 'Older people'

