



King's College Hospital 
NHS Foundation Trust

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



Practice Placement ward: Lonsdale ward



**London South Bank
University**

Introduction to the Ward

Welcome to: Lonsdale ward at King's College Hospital, part of King's College Hospital NHS Foundation Trust, and part of the Trauma, Emergency and Acute Medicine (TEAM) Division.

Lonsdale ward is named after Reverend John Lonsdale, the Principal of King's College from 1839 to 1843, who played an important part in founding the original hospital.

As a multidisciplinary team we provide specialist, individualised patient care for people with acute respiratory conditions and general acute medical conditions, including young adult patients.

The ward consists of 9 side rooms and 16 respiratory/medical beds. As the primary medical ward within the TEAM Division, patients may 'step down' from Critical Care to Lonsdale, be admitted via the Emergency Department (ED) or patients with Cystic Fibrosis (CF) via their General Practitioner (GP) for example:

- Exacerbation of Cystic Fibrosis (CF) symptoms
- Patients requiring non-invasive ventilation (NIV)
- Acute asthma management
- Sleep apnoea assessment and management
- Following tracheostomy formation

Location

We are located: on the 2nd floor of the Golden Jubilee Wing, King's College Hospital, Denmark Hill,

Ward / Unit telephone: 020 3299 8652 / 54

Welcome to the team

Ward / Unit Manager is: Harriet Mac- Asore h.mac-asore@nhs.net

Modern Matron is: Jo Gajadhar joanne.gajadhar@nhs.net

Student co-ordinator is: Cecilia Marcella Cecilia.marcella@nhs.net

Practice Development Nurse is: Eilis Elliot Eilis.elliott@nhs.net

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Volunteers
- Chaplaincy
- Domestic / Housekeeper
- Social Workers

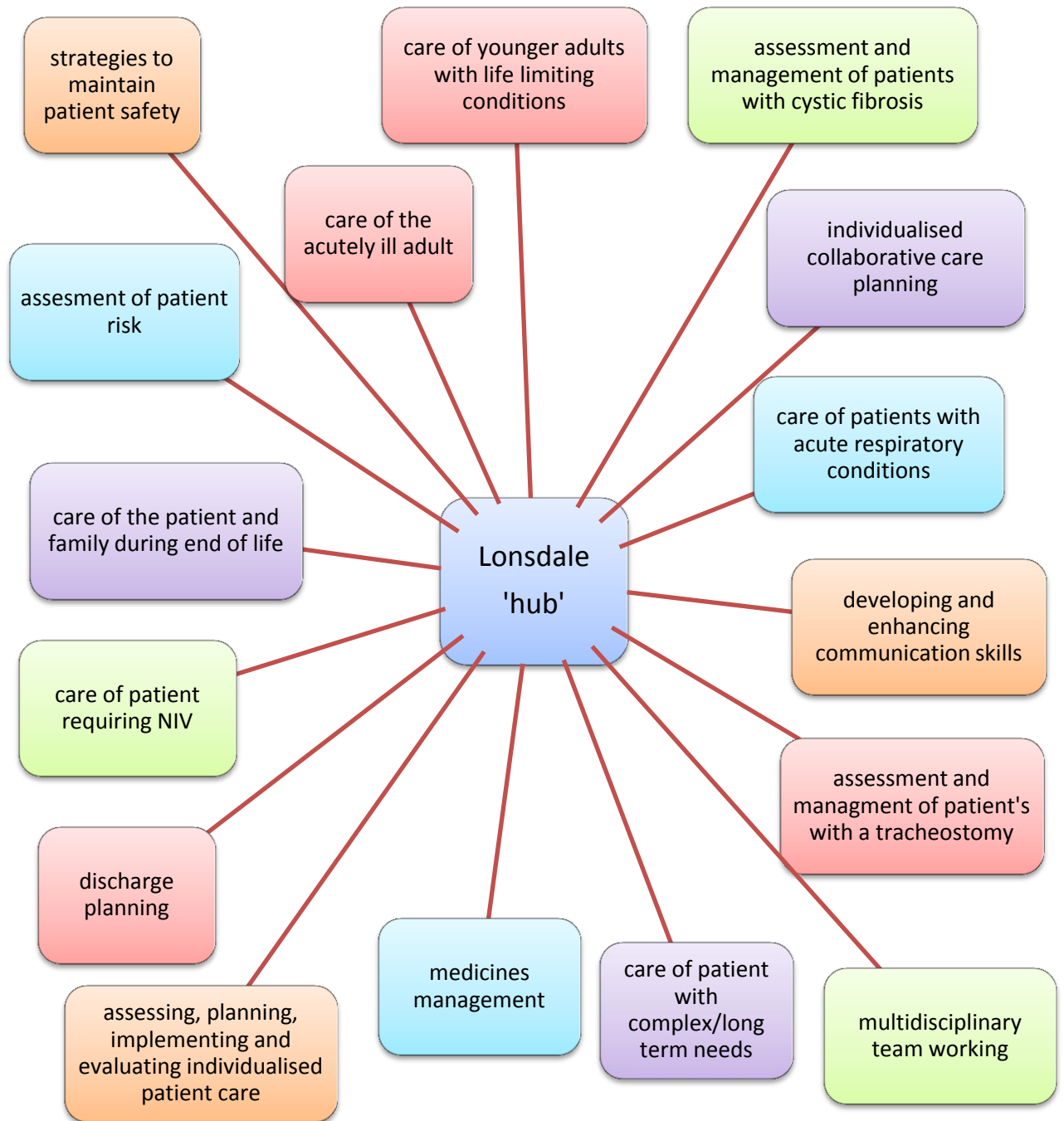
- Speech and language therapists (SALT)
- Occupational Therapist (OT)
- Physiotherapist (physio)
- Cystic Fibrosis Team: Consultants x 3, Fy1, Fy2 and Registrars
- Respiratory Team: Consultants x 2, NIV specialist physio, FY1, Fy2, Registrar, OT, physio and discharge co-ordinator
- Close links with : Trachy Team, Critical Care, and I-mobile
- Dieticians
- Clinical nurse specialists (CNS) for example:
 - Continence
 - Falls
 - Discharge co-ordinator
 - Tissue viability
 - Palliative care team
 - Pain team

Ward Philosophy:

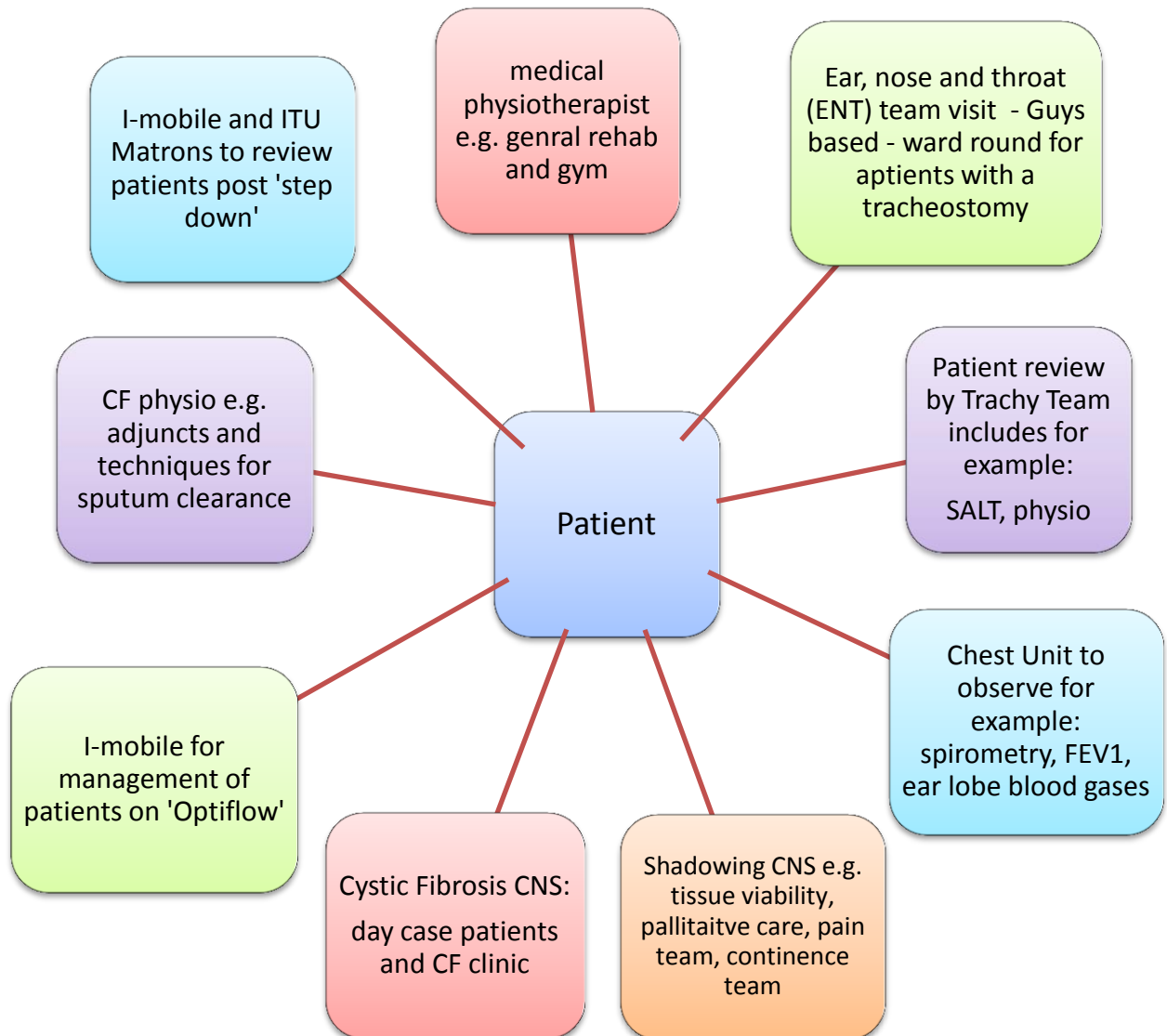
“Welcome to Lonsdale

- ❖ *We understand that being in hospital can be a difficult experience for you and your families, carers and friends*
- ❖ *We strive to provide a compassionate and caring environment, promoting your health and well being*
- ❖ *We want you to feel safe and cared for while you're with us*
- ❖ *We want to make sure you're fully involved in all aspects of your care*
- ❖ *We also really value your thoughts and comments so we can continue to improve all aspects of our ward, and all aspects of the care we provide*
- ❖ *You'll always have a named nurse; at the start of every shift your nurses will introduce themselves to you*
- ❖ *We will ask you what you would prefer to be called, how you would prefer to be referred to during your stay on the ward*
- ❖ *In planning your care we actively encourage you and your families and carers to be involved on planning your care so we can make sure we are providing the care that you really need from us*
- ❖ *Listening to you is important to us*
- ❖ *Your views on our service are of the utmost importance to us all*
- ❖ *We review all the comments you make and identify areas that we need to improve and develop our service”*

Hub and Spokes for Lonsdale ward



Hub and Spokes following the patient journey



Core Learning Opportunities (Under Supervision): ward and unit based

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

- ❖ Tracheostomy
- ❖ Non-invasive ventilation (NIV)
- ❖ Cystic Fibrosis (CF)
- ❖ Respiratory condition e.g. COPD, asthma

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

- Applying relevant knowledge / measuring & interpreting clinical observations
- Recognising the acutely ill / deteriorating patient e.g. NEWS, I-mobile
- Developing skills in the use of related equipment under supervision e.g. oxygen saturation monitoring for patients with supported airways
- Observing diagnostic procedures e.g. MRI, CT scan
- Communication e.g. use of speaking valve, long term NIV, patient with motor neurone disease, young adult with life limiting illness
- Obtaining specific specimens as required e.g. urine, stool, blood glucose, sputum, vomit
- Documentation e.g. as communication tool for MDT working
- Risk Assessment e.g. pressure ulcers
- Discharge planning
- Identifying the patient's health & social care needs
- Medication review

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
- ❖ 'Step down' from Critical Care

You may participate in (with context related examples):

- Developing / enhancing observational skills e.g. facial pallor, cyanosis, non-verbal cues
- Applying / measuring & interpreting clinical observations e.g. respiratory rate: rhythm, depth, saturation monitoring
- Developing / enhancing communication skills e.g. SBAR
- Analysing situations
- Prioritising patient need e.g. escalating deteriorating patient
- Decision making with MDT e.g. I-mobile
- Risk assessment e.g. mobility / pressure ulcer/ waterlow score
- Identifying the patient's health & social care needs
- Discharge planning

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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

- ❖ Acutely ill patient
- ❖ Patient requiring rehabilitation/assisted living

You may participate in (with context related examples)

- Prioritisation of patient need e.g. immediate/longer term
- Decision making e.g. MDT working
- Patient collaboration e.g. informed consent
- Patient centred care e.g. determine patient's priorities / preferences
- Documentation e.g. confidentiality
- Multi-disciplinary working e.g. role boundaries
- Developing/enhancing communication skills e.g. listening to patient, dysphasia and alternative forms of communication, younger adults specific
- Discharge / care transfer planning e.g. patient with tracheostomy and 'at home oxygen' with/without NIV

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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 and collaboration for example:

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

- Breathing assessment e.g. use of oxygen, supportive airways, medication, managing a compromised airway
- Clinical observations e.g. NEWS, acting on score, recognising a deteriorating patient
- Meeting hygiene needs e.g. mouth care due to oxygen therapy
- Meeting elimination needs e.g. continence and skin integrity
- Meeting mobility needs e.g. falls risk, restricted by treatment/equipment, pressure ulcer prevention
- Meeting psychological needs e.g. relaxation techniques, compassionate care, listening, privacy and dignity
- Meeting nutritional needs e.g. CF specific diet, insensible loss (respiratory patients)
- Maintaining fluid balance e.g. patients prescribed diuretics (respiratory patients)
- Care specific to identified risk e.g. falls assessment
- Care evaluation, re-assessment and review
- Communication challenges for patients: shortness of breath, NIV, tracheostomy
- Documentation and review
- End of life care e.g. symptom control
- Infection prevention and control e.g. practising handwashing technique

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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.

You may participate in administering (with context related examples)

- Oral
- Percutaneous endoscopic gastrostomy (PEG)
- Naso-gastric (NG) tube
- Patient with 'bridle' nasal loop
- Injections subcutaneous & intra-muscular
- Medication dose calculations
- Observation only of IV drug administration
- Observing PICC line, midline, portacath

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 and Practice Assessment Part 3 'Medicines Management'

Core Learning Opportunities (Under Supervision) – ward based:

Participate in the assessment of patient risk for example:

You may participate in (with context related examples)

- Tissue viability e.g. patient nursed in bed
- Deteriorating patient e.g. NEWS score
- Falls e.g. patient with delirium
- Nutrition / Hydration e.g. insensible loss
- Mobility e.g. shortness of breath
- Continence e.g. shortness of breath
- Manual Handling
- Infection control
- Disability
- Safe guarding
- Health & Safety
- Medicine management

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, 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. liaising with community teams
- effective handover at shift change e.g. correct process for sharing information
- transfer to and from another clinical area
- documentation process e.g. confidentiality
- discharge process e.g. involving patient and family
- MDT & other agencies working
- Discharge co-ordinator
- Integrated respiratory team (IRT) – patient discharge with oxygen therapy
- Family support / involvement
- Social services liaison/referral

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 and Part 3 Practice Assessment 'Episode of Care'

Specific Learning Opportunities (Under Supervision) ward based:

Participate in care of the patient and the 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
- Younger adults needs
- 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
- End of life care e.g. providing total personal care, pressure ulcer prevention
- Care after death e.g. procedure to follow/supporting the family

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, 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

Core Learning Opportunities (Under Supervision) ward based

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

- ❖ Patients requiring assisted living care
- ❖ Patients who need oxygen therapy at home

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

- Working alongside colleagues during patient interventions
- Multidisciplinary Team (MDT) meetings
- Family meetings
- Ward rounds
- Board rounds

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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 PGDip 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/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
- CT scan
- Lung function tests
- Echocardiogram
- X-ray
- Portacath insertion
- Bronchoscopy

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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, 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, Physiotherapist and CF Physiotherapist

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

- Undertaking ward based activities– e.g. functional skills
- Undertaking Gym based (rehabilitation)
- Patient with Cystic Fibrosis and related therapy

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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, 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 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
- Tracheostomy Team
- Tissue Viability CNS
- Diabetes CNS
- Falls prevention team
- I-mobile
- Social Worker
- Physiotherapist
- NIV physiotherpaist
- Occupational Therapist
- Dietician
- Chaplaincy
- Pain 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
BSc Part 1 and PGDip Part 1	N/A	N/A for part 1 students but as an opportunistic learning opportunity as appropriate
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 based:

Management of a group of patients 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 and contribute to Part 3 Practice Assessment Episode of Care

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

- Prioritisation of patient and patients' needs e.g. manage a compromised airway
- Problem identification / problem solving e.g. interpret oxygen saturation and take appropriate action
- Decision making e.g. monitoring, recognising signs of patient deterioration, taking appropriate action/escalation
- Communication e.g. SBAR
- Team working e.g. role limitation/role boundaries
- Leadership e.g. raising concerns/escalation
- Delegation where appropriate
- Specialist nurse referrals e.g. I-mobile, Critical Care, on-call physiotherapist
- Observing the nurse co-ordinator

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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	1-13	1, 3, 4-13, 16-19, 22, 26, 27, 28, 33, 34-37, 38- 44, 49-51
BSc Part 3 and PGDip Part 3	1-14	1, 2, 7-14, 16-25, 27, 31, 34, 35, 39 - 41, 53, 56-59, 63, 64, 66-73, 75-78, 81, 82-84, 88, 89

Specific Learning Opportunities (Under Supervision) ward based:

Participating in caring for a patient with a tracheostomy:

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

- Indications for tracheostomy
- Weaning patient off a tracheostomy
- Establish safe environment e.g. risk assessment
- Tracheostomy tubes types / equipment
- Preventing complications e.g. airway occlusion / partial/ total
- Stoma care / tissue viability care
- Using suction equipment / procedure / humidification
- Related anatomy & physiology
- Communication needs: SALT, strategies, valves, non-verbal
- Change of body image & psychological support
- MDT working
- Family support
- Prevent / manage complications e.g. dysphagia, constipation
- Patient education
- Discharge planning

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 3, 5, 10, 12, 22, 27, 33, 44
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1, 2, 7, 13, 14, 16, 18, 24, 27, 29, 43, 52

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

Jevon, P and Ewens, B. (2012) *Monitoring the critically ill patient*. Wiley Blackwell: Oxford

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

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:

BTS Asthma Guidelines: <https://www.brit-thoracic.org.uk/document-library/clinical-information/asthma/btssign-asthma-guideline-quick-reference-guide-2014/>

Cystic Fibrosis : www.cysticfibrosis.org.uk/

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

[Http://kingsdocs](http://kingsdocs)

Motor Neurone Disease: MND association www.MNDassociation.org/

RCN Adolescence: Boundaries and connections:
https://www.rcn.org.uk/_data/assets/pdf_file/0006/178971/003256.pdf

Sleep Apnoea Trust www.sleep-apnoea-trust.org/

