



King's College Hospital 
NHS Foundation Trust

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



Practice Placement ward: OPD (PRUH)



**London South Bank
University**

Introduction to the Ward / Unit

Welcome to:

The Outpatient Department (OPD) based at the Princess Royal University Hospital (PRUH), part of Kings College Hospital NHS Foundation Trust.

We are a diverse multidisciplinary team, including medical/surgical teams, nurses and allied health professionals, who work closely together to ensure the highest standard of evidence based care is delivered to patients and their families.

We are often the patient's first point of contact with secondary (acute) care services. Therefore this is a key stage to ensuring the patient receives safe, person centred, and effective care specific to their needs. We also provide care for patients following discharge as an inpatient e.g. fracture clinic and specific ongoing healthcare and support for patients living with a long term condition or living with a life limiting illness.

The department is divided into three main areas: medical/surgery, main OPD, and the fracture clinic, and clinics cover the following specialisms:

Surgery pre and post op:

- Colorectal
- Upper gastrointestinal
- Thyroid Infertility
- Breast
- Urology/ Renal/Continence
- Bariatric
- General surgery
- Orthopaedics

Medicine:

- Cardiology
- Respiratory
- Neurology e.g. Parkinson's disease/Multiple Sclerosis/Epilepsy
- Gastroenterology

Patients may also be required to undergo diagnostic procedures/interventions for example:

- Echocardiogram
- Lung function tests
- Electrocardiogram
- Radiology e.g. X-ray, CT Scan
- Angiogram
- Pacemaker insertion

Location

We are located: Level 0 North Wing, PRUH, Farnborough, Bromley, Kent

Unit telephone: 01689 865746

Welcome to the team

Unit Manager is: Nicola Macey nicolamacey@nhs.net or bleep 111

Modern Matron is: Janet Wallis janetwallis@nhs.net

Student co-ordinator is: Karen Woolcott karen.woolcott@nhs.net

Practice Development Nurse is: N/A

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Care support workers
- Volunteers
- Medical consultants and team
- Surgical consultants and team
- Medical students
- Clinical Nurse Specialists (CNS) for example:
 - Parkinson's disease
 - Multiple sclerosis
 - Renal
 - Urology
 - Breast
 - Bariatrics
 - Respiratory

Ward / Unit Philosophy

We aim to provide evidence based care to all of our patients, learning from each other for the benefit of our patients. We will challenge poor practice and report it to the nurse in charge.

The individual needs of patients will be taken into account, promoting dignity and privacy, within a caring clinical environment. Whenever possible we will involve you in decisions about your care. We will listen to your concerns and endeavour to provide support and information as required and advocate on your behalf when appropriate.

Shift pattern students may follow

5 day week 7 day week Weekends

Shifts vary within Early start 8.30 to 17.00 (maximum 37 ½ hours per week)

Night shift – not applicable

Staffing establishment

Registered Nurses – Early shift = 1 in each clinical area

Health care assistants – Early shift = varies on the clinics running

Meal breaks

You are permitted a 30 minutes break on a shift

To contact colleagues:

Bleeping:

Dial 14 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:

We will not ask you to do this

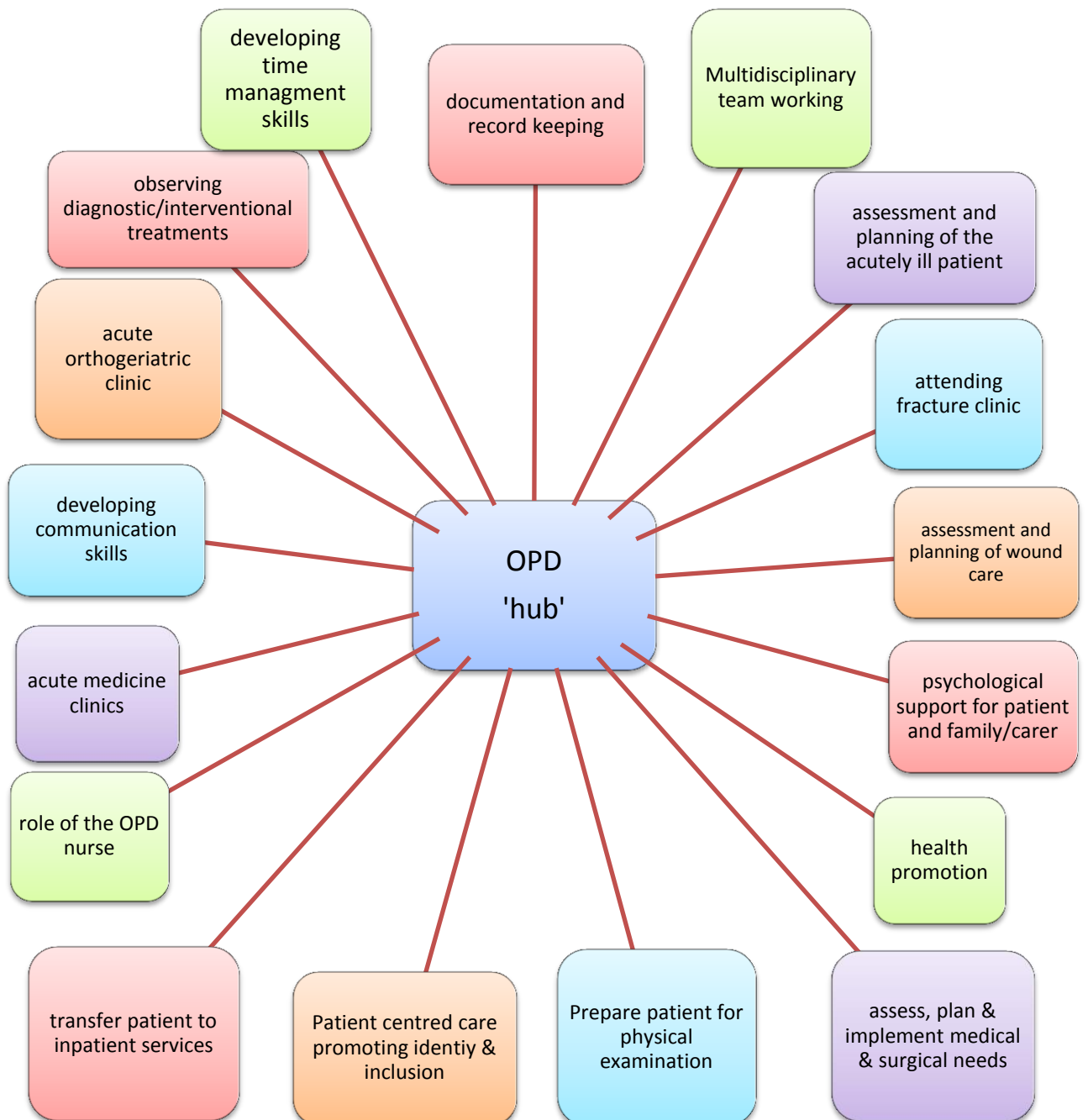
Useful numbers

Cardiac arrest 2222

Fire 2222

Security 2444

Hub and Spokes for the Outpatients Department



Core Learning Opportunities (Under Supervision): department /other unit based

Participate in the assessment of individuals with a range of medical conditions, mental health conditions, and conditions that require surgery for example:

- ❖ Medical e.g. exacerbation of Chronic Obstructive Pulmonary Disease (COPD)
- ❖ Surgery e.g. post-operative review following a hemi-colectomy
- ❖ Mental health e.g. post trauma

You may participate in (with context related examples):

- Applying relevant knowledge / measuring & interpreting clinical observations e.g. acutely ill patient, NEWS tool
- Developing skills in the use of related equipment under supervision e.g. dynamap, glucometer
- Observing diagnostic procedures e.g. X-ray
- Communication e.g. supporting patient with anxiety
- Obtaining specific specimens as required e.g. urine (MSU & CSU, wound swabs)
- Documentation e.g. as communication tool for MDT working
- Risk Assessment e.g. health related for example smoking/obesity
- Discharge planning
- Identifying the patient's health & social care needs
- Liaising with CNS e.g. tuberculosis (TB), colorectal, lung, stoma, neurological
- Psychological/emotional

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

Core Learning Opportunities (Under Supervision): department based

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

- ❖ Dementia
- ❖ Multiple needs e.g. COPD and coronary heart disease

You may participate in (with context related examples):

- Developing/enhancing observational skills e.g. non-verbal cues
- Applying/measuring & interpreting clinical observations e.g. visual observations
- Developing/enhancing communication skills e.g. initiating interaction with patient
- Analysing situations
- Prioritising patient need
- Decision making
- Risk assessment e.g. falls
- Identifying the patient's health & social care needs
- Liaising with KOPAL if required

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8- 13	1, 2, 3, 4, 6 - 9, 12, 13, 19, 20, 25 - 27, 29

Core learning Opportunities (Under Supervision): department based

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

- ❖ Newly diagnosed with
 - COPD
 - Bowel cancer
 - Ischaemic heart disease
 - Renal failure
- ❖ Wound healing monitoring

You may participate in (with context related examples)

- Prioritisation of patient need e.g. discuss with patient
- 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
- Multi-disciplinary working e.g. role boundaries
- Communication e.g. cultural / ethnic diversity, listening to patient / family
- Safeguarding and process
- Transfer of care e.g. care link/other agencies/equipment needed

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BSc Part 1 and PGDip Part 1	1, 2, 6, 8, 9, 10, 12, 13	1- 4, 7 - 8, 14,

Core learning Opportunities: (Under Supervision) – department based

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

- ❖ Promoting independence within the community
- ❖ Promoting health and wellbeing

You may participate in (with context related examples)

- Meeting elimination needs e.g. providing advice on bowel care/catheter care/catheter passport
- Meeting mobility needs e.g. advising how to use crutches /air boots
- Meeting psychological needs e.g. listening to an anxious patient
- Meeting nutritional needs e.g. providing advice relevant to nutritional status
- Maintaining fluid balance e.g. questioning/advising re. fluid intake
- Care specific to identified risk e.g. promoting health re. falls by referring to falls team
- Care evaluation, re-assessment & review e.g. acute / rehabilitation with patients / family
- Communication e.g. with MDT/patient/family
- Documentation and record keeping e.g. confidentiality
- Infection prevention and control
- Wound care e.g. Aseptic Non Touch techniques (ANTT)
- Medicines
 - Observe medication review
 - Develop knowledge of commonly used medicines
 - Observe oxygen therapy
 - Utilising resources e.g. BNF
- Observe health promotion e.g. smoking

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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

Core Learning Opportunities (Under Supervision) – department based:

Participate in the assessment of patient risk for example:

You may participate in (with context related examples)

- Acutely ill patient e.g. NEWS score
- Falls
- Nutrition / Hydration e.g. MUST score
- Mobility e.g. using crutches
- Continence e.g. Bristol Stool chart
- Manual Handling e.g. transfer to examination couch
- Infection control e.g. MRSA screening
- Disability e.g. sensory impairment/learning disability
- Safe guarding e.g. access policy
- Health & Safety
- Medicine management
- Communication e.g. language and barrier to understanding

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Core Learning Opportunities (Under Supervision) department/ward/unit based

Participate in preparing for patient care transfer /handover

You may participate in (with context related examples)

- effective handover with relevant team e.g. medical ward
- transfer to and from another clinical area e.g. surgical ward
- documentation process
- MDT & other agencies working
- Patient/family support and involvement
- Social services liaison
- Other agencies liaison

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Core Learning Opportunities (Under Supervision) – department / unit based

Participate in working within a multi-disciplinary team for example

You may participate in (with context related examples)

- Working alongside colleagues during patient interventions e.g. CNS diabetes, rheumatology
- Observing communication between different professionals involved with patients/families/carers
- Identifying the role of the professional within the outpatients department
- Participate in MDT meetings

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

Preparing a patient for and observing diagnostic/interventional procedures (with patient's consent)

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
- Angiogram
- CT scan
- X-ray
- Echocardiogram
- Lung function tests
- Insertion of a pacemaker

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BSc Part 1 and PGDip Part 1	1, 2, 4- 13	1, 2, 3, 4, 6, 21, 25

Specific Learning Opportunities (Under Supervision) department based:

Developing/enhancing skills and strategies in communication

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

- Distraction therapy
- Interpretation services
- Patients who have auditory impairment
- Patients who have visual impairment
- Alternative forms of communication e.g. non-verbal

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BSc Part 1 and PGDip Part 1	1, 2, 5 – 8, 9, 12, 13	1, 2, 3, 4, 7, 8, 21, 25

Specific Learning Opportunities (Under Supervision) ward based

Care and management of a patient's wound: for example

- ❖ Venous leg ulcer
- ❖ Surgical wound

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

- Aseptic Non Touch Technique (ANNT)
- Pain assessment / management
- Wound assessment
- Appropriate wound dressing

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BSc Part 1 and PGDip Part 1	1, 2, 4-12	6, 23-25

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:

Hitchings, H. (2015) Improving nutrition in older people in acute care. *Nursing Standard*. 29 47 50-57

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

Useful sites:

<http://www.nice.org.uk/>

<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

