



King's College Hospital 
NHS Foundation Trust

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



Practice Placement ward: Children's Surgical Ward

KING'S
College
LONDON



London South Bank
University

Introduction to the Ward

Welcome to: The Children's Surgical Ward, Variety Children's Hospital, Kings College Hospital, part of King's College Hospital NHS Foundation Trust, and part of the Women and Children's Division.

The ward has 21 beds and consists of two specialities general surgical and neurosurgical. You will be allocated to either Children's Surgical Ward (General) or Children's Surgical Ward (Neuro).

The General Surgical area cares for children before and after surgery for example:

- Gastrointestinal e.g. bowel obstruction, or relating to short gut syndrome
- Orthopaedic e.g. fractures requiring internal and external fixation
- Dental e.g. extraction/exposure
- Maxillo-facial e.g. lacerations or injuries
- Planned surgeries such as hypospadias, orchidopexy, cholecystectomy and fundoplication
- Trauma-any surgery following acute injury or trauma

The Neurosurgical area provides care for children having brain or spinal surgery for example:

- Brain Tumours
- Hydrocephalus
- Congenital conditions such as spina bifida or other malformations
- Trauma such as Intraventricular bleeds
- Hydrocephalus
- Epilepsy surgeries

The Children's Surgical Ward includes 2 beds called the 'Nicole's Sweet', which provides intensive neuro rehabilitation for children and a dedicated bed for telemetry monitoring, used for children and young people who have epilepsy that requires investigation.

At the Children's Surgical Ward we provide a holistic, family centred approach to care and encourage the family to be involved in the care of their children as much as they are able. Where possible we aim to develop care packages planned in conjunction with the patient and their family.

Location

We are located: on the 3rd Floor of the Cheyne Wing, King's College Hospital, Denmark Hill

Ward / Unit telephone: 020 3299 3312 (General) and 020 3299 2671 (Neuro)

Welcome to the team

Ward / Unit Manager is: Rani Nair

Modern Matron is: N/A

Student co-ordinator is: Ceri Blyth ceri.blyth@nhs.net (for Neuro) and Nadia Gooden nadiagooden@nhs.net (for General)

Assistant Practice Development Nurse is: Kay Shekleton kay.shekleton@nhs.net 020 3299 2367

Lecturer Practitioner: Anna Haviland anna.haviland@nhs.net

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Play specialist
- General Paediatric medical teams
- Surgical teams for:
 - General surgeons
 - Neurosurgeons
 - Orthopaedics
 - Maxillofacial
- Chaplaincy
- Ward receptionist
- Domestic
- Clinical Housekeeper
- Volunteers
- Physiotherapists
- Occupational therapists
- Dieticians
- Social workers
- Speech and language therapists

- Clinical nurse specialists for example:
 - Gastrointestinal
 - Neurosurgical
 - Nutrition
 - Cystic fibrosis
 - Stoma
 - Pain
 - Safeguarding
 - Trauma team
 - Pin site nurse
 - Continence
 - Palliative care

The Children's Surgical Ward uphold the Trust Mission Statement

“King's – Achieving excellence in patient care”

In order to achieve this we have strategic aims:

- ✚ To provide superior quality integrated and holistic nursing care for our patients, with unrelenting attention to clinical excellence, patient safety, and an unparalleled passion and commitment, assuring the very best nursing for all
- ✚ To create a supportive team and child friendly environment for patients, parents, visitors and clinical staff, working in conjunction with the community team to promote health and support families
- ✚ We aim to foster learning and growth of staff and students through comprehensive clinical, academic, and educational relationship with universities, senior staff and managers, developing quality staff for the future
- ✚ To promote individualism and safeguard children in a friendly atmosphere whilst respecting privacy, dignity and cultural diversity
- ✚ To demonstrate fair, honest and open communication with families and amongst staff, and recognise the contribution of all.
- ✚ Practising clinical governance to reduce risk, provide safety and improve confidence in our delivery of care
- ✚ Staff is expected to conform to the King's Behaviour Standards and uphold the King's Values, and keep them at the forefront of their daily practice

Shift pattern students may follow

5 day week

7 day week

Weekends

12 hour shift: Day Shift 07.30 to 20.00hrs

Night shift 19.30 to 08.00hrs

Staffing establishment

Registered Nurses –Day Shift = 6

Night shift = 6

Health care assistants –Day shift = 2

Night shift = 0

Meal breaks

You are permitted a 15 minutes break in the morning and 60 minutes lunch break 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* and 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

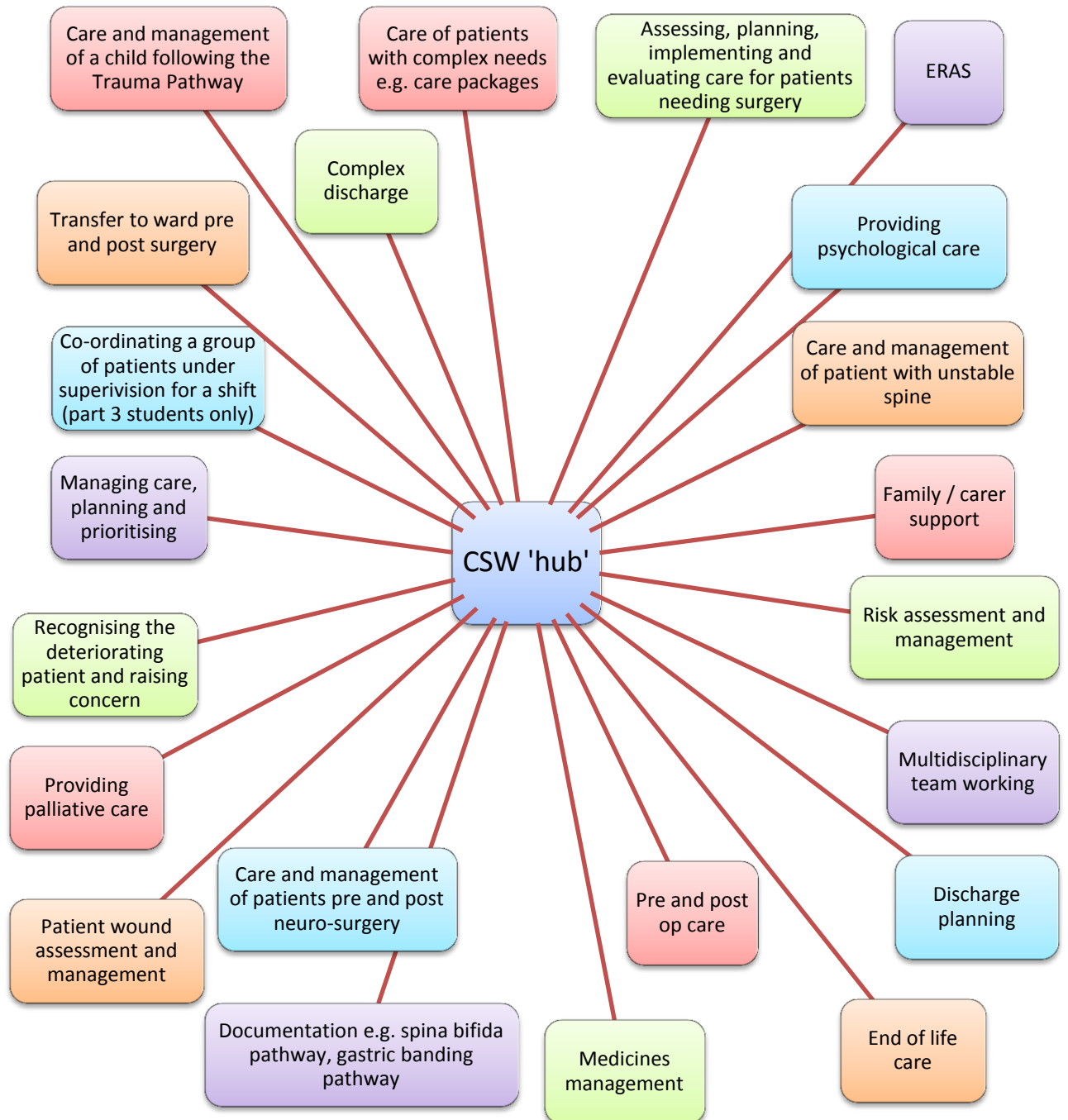
Cardiac arrest 2222

Fire 2222

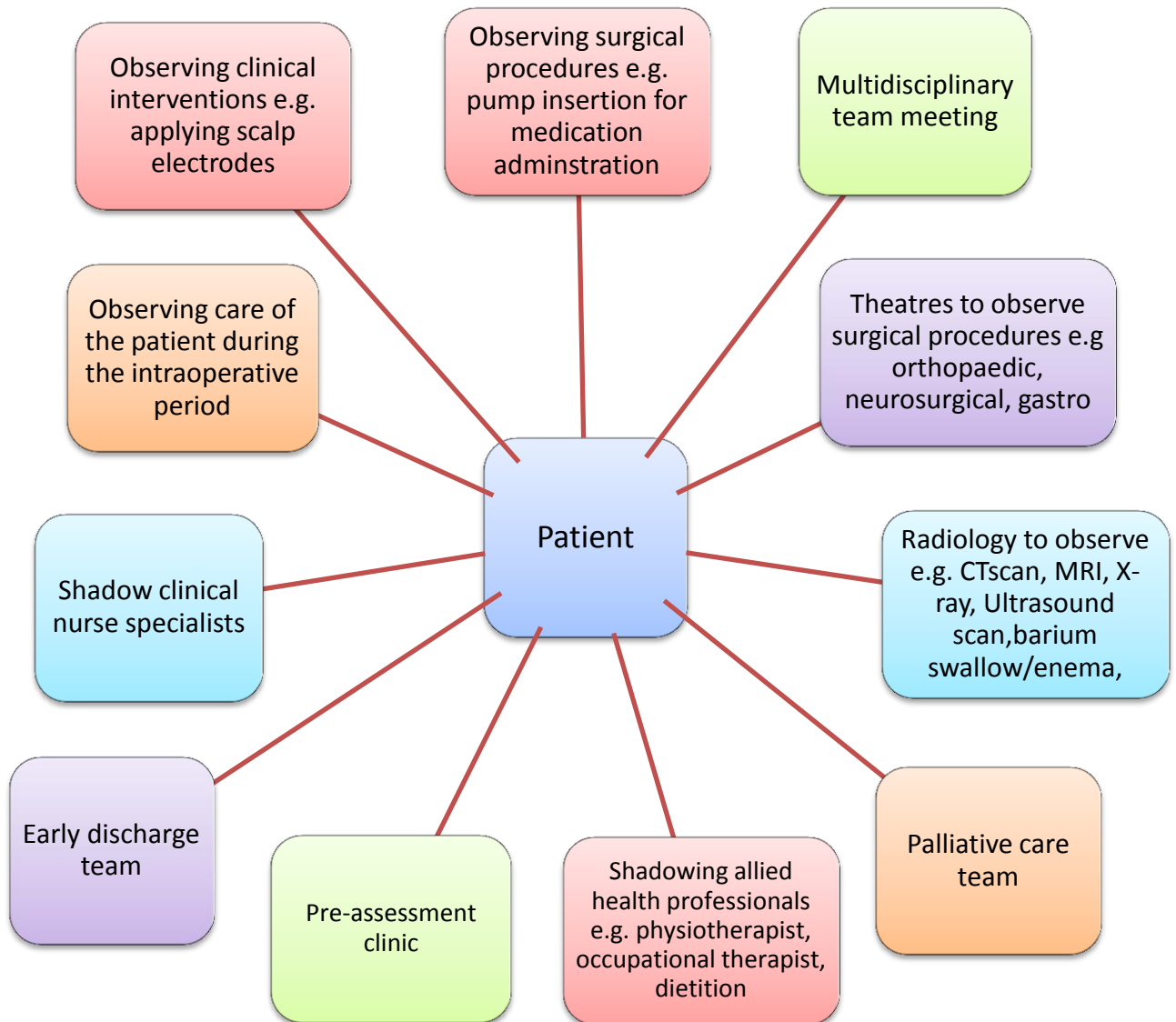
Security 2444

Paediatric Nurse Practitioner Bleep 295

Hub and Spokes for Children's Surgical Ward



Hub and Spokes following the patient journey



Core Learning Opportunities for Surgery (Under Supervision): ward based

Participate in the assessment of the patient pre and post op, elective and acute, with a range of surgical conditions for example:

- ❖ Gastrointestinal e.g. bowel obstruction, appendicitis, pyloric stenosis, intussusception, gastric banding
- ❖ Orthopaedic e.g. fractures following trauma
- ❖ Neurosurgical e.g. surgery for epilepsy, subdural bleed, brain tumour, spina bifida
- ❖ Planned surgeries such as hypospadias, cholecystectomy

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

- Applying / measuring & interpreting clinical observations e.g. pain, weight
- Attending pre-assessment clinic
- Recognising the deteriorating patient e.g. BPEWS, skin pallor/cyanosis, agitation
- Developing skills in the use of related equipment under supervision e.g. patient monitor, thermometer
- Observing diagnostic procedures e.g. X-ray, MRI scan, blood sampling, Barium swallow
- Developing / enhancing communication skills e.g. listening skills, appropriate language, non-verbal communication
- Liaising with the multi-disciplinary team
- Obtaining specific specimens as required e.g. MSU, stool, wound swabs, MRSA screening
- Parent / carer involvement / capacity / consent
- Mobility and tissue viability issues e.g. use STAMP tool & positioning patient.
- Risk assessment e.g. Nutrition, venous thromboembolism (VTE) prevention, falls
- Wound assessment e.g. pain, wound drain output, dressing types
- Medication review
- Documentation e.g. admission procedure, safeguarding, gastric banding pathway, neuro-rehab pathway, spina bifida pathway, trauma pathway
- Discharge planning
- Identifying the patient's health & social care needs for discharge

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.

| Child 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, 6, 7, 8, 9, 10, 11, 12, 13 | 1 - 17, 19 - 21, 23, 24, 26, 30, 35, 37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13 | 1-7, 9-13, 16-18, 22, 24, 28, 31, 32, 35, 37-41, 45, 47, 48-51, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 | 1-8, 10, 11, 13, 16-18, 22-25, 28-30, 36, 37, 39, 40, 55, 65, 67, 70, 77, 92 and 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:

- ❖ Children and young people with multiple needs
- ❖ Children with special needs e.g. autism, developmental delay, cerebral palsy, 'motor movement disorder'
- ❖ Deteriorating patient e.g. meningitis or peritonitis

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

Developing / enhancing observational skills e.g. non-verbal cues

- Applying / measuring & interpreting clinical observations e.g. vital signs, visual cues,
- Developing / enhancing communication skills e.g. distraction techniques
- Analysing situations e.g. deteriorating patient
- Prioritising patient need e.g. escalating concern
- Decision making e.g. MDT working
- Medicines management /review e.g. recognising side effects
- Risk assessment e.g. mobility
- Identifying the patient's health & social care needs
- Developing/enhancing skills in caring for patients with mental health needs

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.

| Child 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, 6, 7, 8, 9, 10, 11, 13 | 1-4, 6, 7, 12-14, 19, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 5, 6, 7, 9-3, 16, 37, 38, 39, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1-8, 10, 13, 16, 18, 19, 23, 24, 28-32, 36, 37, 54, 55, 58, 67, 70, 77, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Core learning Opportunities (Under Supervision): ward based

Participate in the planning of individualised family centred care:

- ❖ Pre-operative e.g. pre-op procedure, anticipate patient need post op
- ❖ Post-operative e.g. changes to anticipated plan of care due to patient's immediate needs

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

- Prioritisation of patient need e.g. deteriorating patient, escalating concern
- Pre-op checklist
- Decision making e.g. MDT working/involving patient and family
- Patient inclusion e.g. informed consent / capacity
- Patient centred care e.g. determine patient's priorities / preferences
- Family centred care
- Documentation e.g. confidentiality, pre-op checklist
- Multi-disciplinary working e.g. discussion during ward rounds
- Communication e.g. cultural / ethnic diversity, listening to patient / family
- Medicines management e.g. planning for discharge
- Discharge / care transfer planning

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.

| Child 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, 6, 8, 9, 10, 11, 12, 13 | 1-11, 14, Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 3, 4, 5, 9, 11, 12, 16, 18, 19, 22, 36, 40, 52, and Part 2 practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14 | 1-11, 13, 16-20, 23-27, 29, 36-39, 68, 71, and Part 3 Practice Assessment 'Episode of Care' |

Core learning Opportunities: (Under Supervision) – ward based

Participate in implementing planned patient centred care pre-op and post-op or procedure.

- ❖ Promoting patient and family inclusion and identity

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

- Functional needs e.g. positioning post op
- Monitoring and recording vital signs and visual observations e.g. hypovolaemia post op, GCS (neuro), BPEWS, deteriorating patient
- Meeting hygiene needs e.g. mouth care, hair care, nail care, maintain privacy and dignity
- Preparing bed e.g. surgical pack
- VTE management e.g. anti-embolic stockings (TEDs)
- Meeting elimination needs e.g. urethral catheter care, stoma care
- Meeting mobility needs e.g. traction care, skin care, mobilisation regime, using aids
- Meeting psychological needs e.g. anxiety pre-op, supporting family
- Meeting nutritional needs e.g. PEG, NG, TPN feeds, assisting with meals, following dietician plans
- Maintaining fluid balance e.g. all input and output, wound drain output, measuring and recording
- Pain management e.g. medication administration and monitoring effect, liaising with pain team
- Care specific to identified risk e.g. falls
- Manual handling e.g. using hoist, equipment
- Wound care e.g. ANTT and infection prevention, dressing wound, pain management
- Communication e.g. liaising with MDT, using age appropriate language, alternative forms of communication, engaging in play with children
- Documentation and record keeping e.g. confidentiality, electronic patient record
- End of life care e.g. symptom control
- Infection prevention and control e.g.
- Care evaluation, re-assessment and review e.g. with patients / family

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.

| Child 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, 6, 7, 8, 9, 10, 11, 12, 13 | 1- 9, 12, 14, 20-23, 25-30, 32, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13 | 1, 2, 4-7, 9-11, 13, 14, 18, 19, 24, 26-30, 32-36, 38, 40-44, 53, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 | 12, 3-7, 10, 12-14, 16-23, 25, 26, 28-32, 37, 40, 60, 61, 70, 72, 73, 75-79, 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/ observe/identify (with context related examples)

- Pre-op medication
- Post op e.g. antibiotics, analgesia
- Medication dose calculations
- Administration of Injections
- Observation only of IV drug administration
- Observation of blood transfusion
- Access available resource e.g. British national Formulary for children (BNFc)
- Recognise specific drug groups e.g. Steroids

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.

| Child 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, 6, 7, 8, 9, 11, 12, 13 | 1-4, 7, 8, 12-14, 22, 23, 25, 28, 35-37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 2, 4, 7, 9, 26-28, 33, 38, 45-55, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 5, 6, 7, 9, 10, 11, 13, 14 | 1, 2, 4, 6, 8, 11, 13, 23, 26, 28, 37, 50, 59, 75-93 and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Core Learning Opportunities (Under Supervision) – ward based:

Participate in the assessment of patient risk for example:

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

- Tissue viability e.g. STAMP tool
- Deteriorating patient e.g. BPEWS score
- Falls
- Nutrition / Hydration
- Mobility e.g. sensory impairment
- Continence
- Manual Handling
- VTE
- Infection control
- Disability e.g. physical, specific learning need
- Safeguarding
- Health & Safety
- Medicine management
- Mental Health e.g. Self- harm

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.

| Child 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, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 | 1, 2, 6, 8, 9, 13, 14, 17, 19-24, 27, 28, 34, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 | 1, 2, 4, 5, 7, 8, 10, 21-24, 26-30, 33, 37, 42, 50, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 | 1, 2, 6, 8, 13, 19, 24, 27-31, 36, 37, 43, 44-47, 54, 56, 58, 62, 63, 67, 70, 78, 85, 92, 93, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Core Learning Opportunities (Under Supervision) – ward based

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

- ❖ Receiving the patient from the Emergency Department Team (ED)
- ❖ Transferring the patient to the Theatre Team

You may participate in (with context related examples)

- management of complex discharge
- effective handover at shift change
- transfer to and from another clinical area e.g. giving and receiving information
- documentation process
- discharge process
- MDT & other agencies working e.g. Hospital at home team
- Patient / Family support / involvement
- Social services
- Effective handover when transferring to another hospital or for appointment

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.

| Child 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, 6, 8, 9, 10, 11, 12, 13 | 1-4, 7-11, 14, 16, 33, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 2, 4, 5, 8, 13, 14, 16-19, 36, 52, 53, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1, 2, 5-11, 20, 25-27, 32, 33, 37, 48, 52, 65, 66, 80, 81 87, 89, 91, 92, 93, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

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

Participate in working within a multi-disciplinary team for example

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

- Working alongside colleagues during patient interventions
- Multidisciplinary Team (MDT) meetings
- Observing the role of other professionals
- Patient case conferences
- Ward rounds
- Board rounds

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.

| Child 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, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 5, 8-11, 14, 17, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 13, 18, 19, 25, 46, 52, 53, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 | 1-4, 19, 21, 25, 27, 43, 45, 53, 54, 58, 65, 66, 68, 69, 71, 86, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities ward / unit based:

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

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

- Continance CNS
- Tissue Viability CNS
- Diabetes CNS
- Social Worker
- Physiotherapist
- Occupational Therapist
- Dietician
- Chaplaincy
- Radiology team
- Play/activity team
- School team

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

| Child 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, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 6, 8, 9, 10, 14, 19, 21 |
| BSc Part 2 and PGDip Part 2 | 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13 | 1, 2, 13, 15, 16, 21, 52, 54 |
| BSc Part 3 and PGDip Part 3 | 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 | 1-4, 8, 13, 15, 21, 45, 48 |

Specific Learning Opportunities (Under Supervision) ward based:

Develop and enhance skills and strategies to communicate with patients who may have cognitive, and / or sensory impairment, and their families

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

- Patients with a hearing impairment/wearing hearing aid
- Patients with a visual impairment
- Special needs e.g. sign language, visual chart, 'picture exchange communication' (PEC)
- Non-English speaker e.g. interpretation service
- Non-verbal communication
- Patient with specific communication needs e.g. liaising with carer
- Psychologist support
- Speech and language therapist (SALT)

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.

| Child 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, 6, 8, 9, 10, 11, 12, 13 | 1-11, 14, 21, 32, 32, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1-6, 10, 13, 18, 34, 36, 37, 53, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1-8, 10, 11, 13, 16, 21, 26, 29, 31, 32, 41, 52, 64, 91, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based:

Participate in care of the patient / family during end of life for example:

- ❖ Patient with a brain tumour
- ❖ Patient with meningitis /ventriculitis

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

- End of life pathway
- 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, nausea, anxiety
- Palliative care team liaison
- Discharge planning 'fast track'
- End of life care e.g. providing total personal care, pressure ulcer prevention
- Care after death e.g. procedure to follow
- Bereavement team role

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.

| Child 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, 6, 8, 9, 11, 12, 13 | 1-8, 10, 14-16, 18, 21, 29, 35, 36, 37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 11, 12, 13 | 1, 2, 3, 4, 5, 6, 11, 13, 30, 33, 51, 52, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 5, 6, 9, 10, 12, 13, 14 | 1, 2, 4, 5, 6, 8, 10, 11, 14, 16-19, 22-24, 26, 31, 44, 79, 81, 82, 83, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based

Care and management of a patient's wound for example

- ❖ Surgical wound for spina bifida (on Neuro)
- ❖ External fixation and pin sites following orthopaedic surgery (on General)
- ❖ Surgery for hydrocephalus – extra ventricular drain (EVD) (on Neuro)
- ❖ Shortening/removing wound drains e.g. abdominal (on General)

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

- Post op wounds
- Indwelling devices e.g. chest drains
- Aseptic Non Touch Technique (ANNT)
- VAC pump
- Wound drains e.g. 'Readivac' (neuro & abdominal)
- Pain assessment / management
- Wound swab if required

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.

| Child 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, 6, 7, 8, 9, 11, 12, 13 | 1, 4, 6, 14, 19, 22-29, 37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 11, 12, 13 | 1, 6, 10, 12, 18, 22-24, 26-28, 30-33, 47-52, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 12, 13, 14 | 1, 2, 6, 8, 10, 11, 18, 21, 23, 26, 30, 37, 40, 50, 53-55, 57, 59-63, 65, 82-84, 86, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based:

Preparing a child and the family for diagnostic/interventional procedures for example:

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

- Procedure for preparing patient e.g. checklist
- Providing information to the patient
- Transferring care of the patient to the relevant team
- MRI scan
- CT scan
- Electrocardiogram
- Endoscopy
- X-ray
- Pump insertion for medication administration
- Scalp electrode monitoring for epilepsy

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.

| Child 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, 6, 8, 9, 10, 11, 12, 13 | 1, 2, 4, 6, 7, 8, 11, 13, 14, 17, 35, 37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 3, 5, 6, 10, 12, 16, 17, 18, 22, 45, 47, 49, 51, 52, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1, 2, 3, 5, 7, 8, 10, 11, 16, 18, 21, 23, 24, 28, 30, 37, 38, 59, 79, 82, 83, 84, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based:

Care of child with enteral feeding requirements and supporting the family for example:

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

- Percutaneous Endoscopic Gastrostomy (PEG)
- Naso Gastric (NG) tube e.g. following best practice
- Total Parenteral Nutrition (TPN) e.g. participating in calculating rate
- Psychological support for child and family
- Providing essential mouth care
- Recording intake correctly
- Monitoring patient's weight

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.

| Child 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, 6, 7, 8, 9, 10, 12, 13 | 1-4, 6-8, 10, 12, 14, 17, 19, 22, 25, 27, 30-34, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 7, 8, 9, 10, 12, 13 | 1-6, 9-12, 18, 22, 33-44, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 8, 9, 10, 12, 13, 14 | 1, 2, 3, 5, 7, 8, 10, 16, 18, 21, 23, 24, 26, 28, 37, 51, 53, 55, 64-75, 78, 84, 86, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based:

Participate in the care of patient with unstable spinal injury for example:

- ❖ Orthopaedic trauma (on general)
- ❖ Spinal tumours (on Neuro)

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

- assessment
- ABC action
- pressure area management
- specialist advice for pressure relief
- correct techniques for positioning patient e.g. 'log rolling'
- immobilisation
- specific observations e.g. sensation, circulation, temperature control
- elimination needs e.g. indwelling catheter care
- psychological support for child and the family
- assisting with nutritional needs

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.

| Child 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, 6, 8, 9, 10, 11, 12, 13 | 1-10, 12, 13, 14, 17, 18, 19, 21, 34, 37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1, 2, 4-7, 10, 11, 13, 16, 18, 22, 37, 40, 42, 51, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1-8, 10, 13, 16, 21, 23, 26, 28, 30, 32, 36, 37, 51, 53, 65, 68, 71, 79, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based:

Participate in the assessment and management of pain for example:

- ❖ Abdominal /gastrointestinal (on General)
- ❖ Neuropathic pain (on Neuro)
- ❖ Orthopaedic pre and post- surgery

You may participate in (with context related examples):

- Observing physical assessment of pain by medical /nursing team
- Recognising specific analgesia for different pain types
- Pain assessment tool
- Utilising observational skills e.g. non-verbal cues
- Participate under supervision in administering prescribed analgesia
- Monitoring effectiveness of intervention for pain
- Pain team liaison if appropriate

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.

| Child 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, 6, 7, 8, 9, 10, 11, 12, 13 | 1-8, 12, 13, 14, 17, 19, 25, 35, 36, 37, and Part 1 Practice Assessment 'Episode of Care' |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13 | 1-7, 10, 11, 13, 18, 27, 45-49, 51, 52, and Part 2 Practice Assessment 'Episode of Care' |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1-8, 10, 13, 16, 17, 18, 24, 26, 28, 30, 32, 36, 50, 51, 52, 55, 65, 79, 80-86, 88, 90, 91, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management' |

Specific Learning Opportunities (Under Supervision) ward based:

Management of a group of patients under supervision: including assessing, planning, implementing and evaluating care – depending on the child’s need/acuity.

- ❖ 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 needs e.g. deteriorating patient and escalating
- Problem solving
- Decision making
- Communication e.g. MDT
- Team working e.g. role limitation
- Leadership e.g. raising concerns
- Delegation

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.

| Child 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, 6, 8, 9, 10, 11, 12, 13 | 1, 2, 4, 6-10, 12, 13, 15, 17, 21, 25, 26, 30, 35, and Part 1 Practice Assessment ‘Episode of Care’ |
| BSc Part 2 and PGDip Part 2 | 1, 2, 5, 6, 8, 9, 10, 11, 12, 13 | 1-5, 7, 9, 10, 20, 22, 28, 35, 39, 41, 45, and Part 2 Practice Assessment ‘Episode of Care’ |
| BSc Part 3 and PGDip Part 3 | 1, 2, 6, 7, 9, 10, 11, 12, 13, 14 | 1, 2, 3, 5, 7, 8, 11, 14, 21, 22, 24, 28, 29, 30, 34, 35, 36, 37, 38, 40, 41, 42, 53, 55, 65, 67, 68, 70, 71, 79, and Part 3 Practice Assessment ‘Episode of Care’ and ‘Medicines Management’ |

Specific Learning Opportunities (Under Supervision) ward based:

Participating in co-ordinating the ward / patients need for a shift – developing / enhancing skills in:

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

- Analysing situations
- Prioritisation
- Time management
- Problem solving
- Decision making
- Adverse incident management
- Communication e.g. dealing with telephone enquiries
- Team working e.g. MDT working, skill mix
- Leadership e.g. raising concerns and escalation process
- Delegation
- Dealing with conflict
- Participating in clinical audit
- Supervising others e.g. staff rest time

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.

| Child 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 | N/A | N/A |
| BSc Part 2 and PGDip Part 2 | N/A | N/A |
| BSc Part 3 and PGDip Part 3 | 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14 | 1-4, 9, 12-15, 21, 22, 23, 29, 32-39, 41-47, 49, 53, 58, 87, 89, and Part 3 Practice Assessment 'Episode of Care' |

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:

Blair K. (2011) *Medicines Management in Children's Nursing Transforming Nursing Practice*. Learning Matters: Exeter

Davenport, M. (2009) *Paediatric Surgery* Oxford.

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

McCance K, and Heuther S. (2017) *Pathophysiology: The Biologic Basis for Disease in Adults & Children*. 7th Edition Philadelphia: Mosby

Macqueen, S., Bruce, E. A., Gibson, F. (2012) *The Great Ormond Street Hospital Manual of Children's Nursing Practices*. Wiley Blackwell: Chichester

Royal College of Nursing (2013) *Right Blood, Right Patient, Right Time. RCN Guidelines for Improving Transfusion Practice*. 2nd edition RCN: London

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

Watson, F. and Rebar, A. (2014) The art of noticing: essential to nursing practice. *British Journal of Nursing* Vol 23, No10, pp 514-517

Useful sites:

NICE (2004) Type 1 diabetes: Diagnosis and management of type 1 diabetes in children, young people and adults. Available at <https://www.nice.org.uk/guidance/cg15>

Spotting the sick child – Patient assessment: <https://www.spottingthesickchild.com/>

Teenage Cancer Trust <http://www.teenagecancertrust.org/>

The National Institute for Health and Care Excellence (NICE) (2010) *Venous thromboembolism in adults admitted to hospital: reducing the risk*. Online available from <https://www.nice.org.uk/guidance/cg92>

