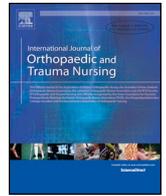


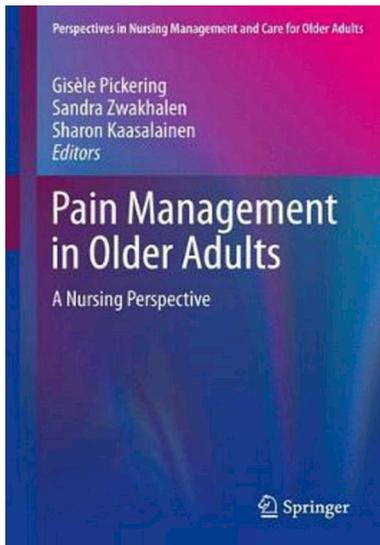
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## Book reviews

**Gisele Pickering, Sharon Kaasalainen, Sandra Zwakhalen. (Eds.), Pain Management in Older Adults: A Nursing Perspective, Springer International Publishing, Switzerland (2018). 135 pp., eBook Price: £ 31:99 ISBN 10 331971693X Hard cover Price £39:99 ISBN 13 9783319716930**



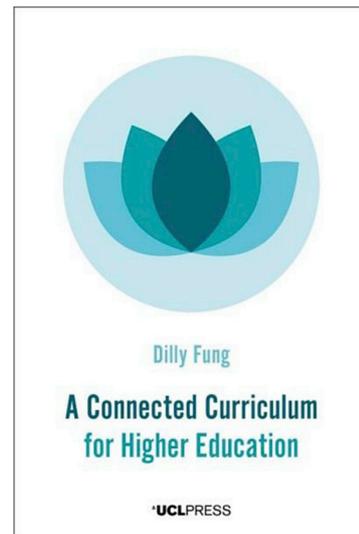
This concise, informative and accessible book focuses on the effective assessment and management of pain in older adults. A collection of books has been developed entitled 'Perspectives in Nursing Management and Care for Older Adults' by the series editors Julie Santy-Tomlinson, Paolo Falaschi and Karen Hertz and this is one of the books in this series. It is a contemporary, evidence-based resource which focuses on a very important aspect of person-centred care: the effective assessment and management of pain in older adults.

The book is an international collaborative effort with contributors from a variety of countries. The issues surrounding effective pain assessment and management for older people are common across the globe. There is a list of abbreviations that are used in the book which is helpful. There are ten chapters which include: Epidemiology of Pain in Older People; Pathophysiology of Pain; The Assessment of Pain in Older People; Non-pharmacological Management of Pain in the Elderly; Pharmacological Treatment of Pain; Pain in Older Adults with Intellectual Disabilities; Pain in Critically Ill Older Patients; Nursing Roles in Managing Pain in Older Adults; Attitudes and Barriers to Pain Management and Translating Knowledge to Improve Pain Management Practices for Older Adults.

Each chapter is clearly constructed with an abstract at the beginning, pertinent issues are discussed succinctly and supported with

current evidence-based literature along with a conclusion or summary at the end. Some chapters benefit from the inclusion of colourful figures that provide a clear illustration of concepts such as the pathophysiology of pain. A comprehensive reference list is offered at the end of each chapter. The book will be of immense value to all student nurses and registered nurses who care for older adults in a variety of both in-patient and out-patient health and social care settings.

**A Connected Curriculum for Higher Education. first ed., Dilly Fung. UCLPRESS. London. (2017) p120.Price Free. Open Access PDF. ISBN: 978-1-911576-35-8 Available at: <https://www.ucl.ac.uk/ucl-press/browse-books/a-connected-curriculum-for-higher-education> Paperback Price: £10.00 ISBN: 978-1-911576-34-1**



This short book is written by Dilly Fung, a Professor of Higher Education Development and Academic Director of the Arena Centre for Research-Based Education at University College London (UCL). She has drawn on her long career as an educator in both further and higher education and currently leads a team that focuses on advancing research-based education at UCL and beyond.

A 'Connected Curriculum' framework is presented that proposes to help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities within higher education. Initiatives are discussed, such as, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. The purpose of education is explored and strategies for connecting with a research-informed teaching curriculum are discussed. The 'teaching versus research' debate is acknowledged and the term 'scholarship' is used to illuminate the benefits of bringing research and teaching together. Moreover, there is increasing evidence that students learn more effectively through active, enquiry-based learning.

<https://doi.org/10.1016/j.ijotn.2018.11.002>

The chapters include the following: Students connect with researchers and with the institution's research; A through-line of research activity is built into each programme; Students make connections across subjects and out to the world; Students connect academic learning with workplace learning; Students learn to produce outputs-assessments directed at an audience; and Students connect with each other, across phases and with alumni. The 'connected curriculum' advocates breaking down some of the structural and conceptual divides between research, practice and education, in order to develop distinctive new forms of research-based education for the mutual benefits of educators, practitioners and researchers.

The Connected Curriculum framework has been adopted by UCL, large research-intensive university and the author's hope is that,

*"Breaking down longstanding divisions between research and education can ... build stronger bridges between research, education, professional practice and society. As these boundaries are crossed, so older hierarchical distinctions become less powerful, and new kinds of conversations and collaborations become possible"* (P156).

This thought-provoking and stimulating book is suitable for health care educators working in higher educational institutions, researchers and practitioners alike to help them further enhance students' knowledge, research capabilities and capacity with a potential impact on practice. The book clearly articulates that: *"if diverse students are empowered to collaborate actively in research and enquiry at every level of the curriculum, engaging others with their ideas and findings, both education and research will be able to contribute more effectively to the global common good"* (p3).

**Symptom Sorter.** Keith Hopcroft and Vincent Forte. CRC Press. London. (2014). p200. fifth ed., Price £32:39 ISBN-10: 1910227188 ISBN-13: 978-1910227183

This book is written by two General Practitioners with a focus on common symptoms that patients may present with in primary care and it is designed to act as a rapid reference resource with a note and list format for easy use. It was highly commended in the BMA Medical Book Awards in 2015.

The symptoms are arranged in sections and each section corresponds to a system or anatomical region. The book is arranged in alphabetical order with a list of commonly used abbreviations at the beginning. The sections comprise of the following: abdomen, anorectal, breast, cerebral, chest, ear, eye, face, general appearance, genital, hair and nails, limbs, neck, nose, oral, pelvic, periods, skin and urinary. Within each section there is a comprehensive list of common symptoms that a patient may present with. There is a brief General Practitioner (GP) overview at the beginning for each symptom which defines the symptom and its key characteristics, a comprehensive list of differential diagnoses, a 'ready reckoner' section that provides a quick guide to the key distinguishing features of the five most likely diagnoses listed in the preceding section, a possible investigations section which covers the investigations that are likely to assist in making a diagnosis, a 'Top Tips' section with some management nuggets appropriate for each symptom and finally a 'Red Flags' section which highlights aspects of symptoms that suggest significant pathology and therefore should not be missed.

Although the book was originally aimed at GPs and trainees, it is highly recommended for Nurse Practitioners and Advanced Clinical Practitioners who are undertaking a higher level of practice in a variety of health and social care settings.

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