

Other Field Experience Guidance for Students and Mentors

Child Field Students

It is a requirement of the NMC Standards for Pre-registration Nursing (2010) that student nurses from all fields of nursing have an opportunity to experience nursing within the other fields and within maternity care. These placements are only for a short duration and will not be assessed but will provide student nurses with an insight into certain aspects of the other fields.

Whilst undertaking another field experience it is important that the student takes every opportunity to identify how to use this learning within their own field of practice to support service users/carers. It is also an opportunity to understand some of the care differences within the other fields to enable nurses from all fields to work more closely together in the future for the benefit of service user care.

A record of all other field experiences must be documented in the Ongoing Achievement Record and verified by the student's personal tutor. Placement Pathway pages or Testimony Sheets (for day visits) must therefore be completed with the Practice Assessment Document, depending upon the length of placement allocated and the timesheet must indicate the dates of any experiences undertaken.

This guidance has been prepared from the NMC (2011) Advice and supporting information for implementing NMC standards for pre-registration nursing education and is intended to support the student and mentor in enabling a positive other field experience that has value for the student nurse and future service users in their care. The following examples show what might now be important when assessing or delivering essential care that may not have been associated with the child field of practice in the past. However, it is recognised that it may not be possible for the student to achieve everything during a short placement experience. Additional resources are therefore identified to support the development of relevant knowledge.

Adult Field Experience

Child field students will be allocated to an adult placement in year one of the course. During this placement students should access learning opportunities that enable them to develop their knowledge and experience in relation to adults with physical healthcare needs. They should be able to:

- Demonstrate a broad understanding of the lifespan development of adults and older people, their roles within the family context, and how this affects their individual needs, health, behaviour and communication.
- Understand and recognise the common physical health problems of adults and older people who come into their care, including their effects, treatment and immediate nursing care requirements.
- Deliver basic care to adults and older people required to meet essential needs.
- Provide safe care to adults and older people in an emergency, or act to protect them where there is risk of harm, including first aid, basic life support and obtaining emergency assistance when needed.
- Provide immediate treatment and care for the adult or older person who becomes acutely ill or is injured.
- Make a baseline physical health assessment of an adult or older person, monitor their condition and recognise and respond to any deterioration.
- Safely use medical devices to assist with the immediate care or treatment for an adult or older person.
- Seek expert advice or support where needed to ensure ongoing safe, effective and evidence based care of an adult or older person or when accessing specialist services.

Students can access further information/guidance related to the adult field of nursing on the Pre-registration Nursing Placement Learning Support WOLF topic, in the Other Field Outcomes folder, Adult Field document.

Mental Health Field Experience

All child students will experience caring for children and/or young people with mental health problems as part of their usual placement allocations, e.g. child and adolescent mental health services (CAMHS). Where this placement opportunity is not available the Practice Team will organise a placement opportunity where care of mental health problems can be experienced. This may occur at any point during the three year course.

During this placement students should access learning opportunities that enable them to develop their knowledge and experience in relation to the mental health needs of children and young people demonstrating:

- An ability to use basic mental health skills to reduce the distress associated with mental health problems and promote recovery.
- An ability to act promptly to reduce the risk of harm in a crisis, and to protect people who are vulnerable.
- A basic understanding of mental health promotion, the links between physical and mental health problems and the aetiology and treatment of common mental health problems.
- An appreciation of the impact of mental health problems and distress on a person's cognition, communication, behaviour, lifestyle and relationships.
- An awareness of the main provisions of mental health legislation, especially those relating to capacity, human rights and safeguarding.
- An ability to recognise and address people's essential mental health needs when these exist alongside other primary health needs.
- An ability to work and communicate with others to maintain continuity in meeting mental health needs in long term conditions.

Students can access further information/guidance related to the mental health field of nursing on the Pre-registration Nursing Placement Learning Support WOLF topic, in the Other Field Outcomes folder, Mental Health Field document.

Learning Disability Field Experience

Child field students will be allocated to a learning disability placement experience or simulation in year 1 or year 2 of the course. During this placement students should access learning opportunities that enable them to develop their knowledge and experience in relation to the following needs of people with a learning disability:

- Recognise and respond to the needs of people with learning disabilities who come into their care.
- Maintain continuity of care to meet pre-existing intellectual, physical and emotional needs.
- Understand the prevention, effects, and treatment of common health problems and the links between learning disabilities and physical and mental health.
- Ensure that they have access to health and social care networks and specialist services to provide support and protect people who are vulnerable.
- Actively listen, provide information and involve people with learning disabilities in decision-making, including agreeing reasonable adjustments to minimise disruption to their usual way of life, and promote their autonomy, wellbeing and social inclusion.
- Work with families, carers, support networks and, where necessary, specialist advocates to address people's needs.
- Use effective communication and active involvement in decision making about treatment options taking into account the person's wishes, lifestyle and capacity for consent.

One of the main aims of providing an exposure to learning disability nursing is to reduce the number of premature deaths in people with learning disabilities through the provision of safe and appropriate care. Students should access the Confidential Inquiry into Premature Deaths of People with Learning Disabilities (CIPOLD) <http://www.bristol.ac.uk/cipold/fullfinalreport.pdf> for further information.

Maternal Health Experience

During year one child field students will be allocated to a one day maternity care placement experience and will be able to access learning opportunities relating to maternal health during the neonatal placement in year 3. During these placement students should access learning opportunities that enable them to develop their knowledge and experience in relation to maternal care in the following areas:

- Understand and meet the essential needs of pregnant or postnatal women in the context of a co-existing physical condition, mental health problem or learning disability.
- Recognise major risks, and act quickly in an emergency to get expert help.
- Have a broad understanding of the physical and psychological effects of pregnancy, childbirth and the postnatal period.
- Have a clear understanding of the role of the midwife and midwifery care and be able to work in partnership with midwives and other professionals to achieve the best outcomes for pregnant and postnatal women and babies in their care.

Students are advised to access the online resources available during year two of the course to help develop this knowledge. Details of how to access these resources can be found on the Pre-registration Nursing Placement Learning Support WOLF topic.