PRE-REGISTRATION NURSING PROGRAMME CHILDREN’S NURSING FIELD

LEARNING LOG FOR MEETING ESSENTIAL CARE NEEDS AND DEMONSTRATING EXPERIENCE OF WORKING WITH THE ALTERNATIVE CLIENT GROUPS

The following information is taken from the NMC Advice and supporting information for implementing the NMC standards for pre-registration nursing education (NMC, March 2011, p43-55).

Background:
All students irrespective of their field of practice are expected “to be able to meet the essential care needs of all people and the essential and complex needs of service users, carers and populations within their specific field of nursing practice, at the point of registration” (NMC, 2011, p 43). Your programme has been designed to provide you with learning opportunities which will enable you to meet these expectations.

In order to help you understand the NMC’s expectations the guidance they have provided to illustrate examples of what might be “considered important when assessing or delivering essential care that may not have been associated” with your field of practice in the past is included below. You can access the full document using the following link:

http://standards.nmc-uk.org/PreRegNursing/non-statutory/Pages/supporting-advice.aspx

Logging Experiences:
As part of the programme you are required to log specific learning experiences which demonstrate development towards meeting these expectations. Some of your learning will take place in the University and some within practice environments. Within the practice environment you must log at least 37.5hrs with each of the alternative client groups – Adult, Learning disabilities and Mental Health Nursing. In order to do this you must initially discuss your learning needs and negotiate learning objectives with your Practice Mentor/supervisor. Where learning takes place in “spoke” placement experiences the record of learning for these, which is included in your portfolio documentation and timesheets must be completed. When recording learning and completing the Learning Log you must ensure that you maintain confidentiality and anonymity at all times and that you adhere to the School of Health & Social Care’s procedures for obtaining informed consent. Your mentor/supervisor must verify and counter sign your logged learning and hours.

The Learning Log must be presented at your final tripartite each year. It is also essential evidence for the final year practice portfolio.
CHILDREN’S FIELD

People with Mental Health needs
- Use basic mental health skills to reduce the distress associated with mental health problems and promote recovery.
- Act promptly to reduce the risk of harm in a crisis, and to protect people who are vulnerable.
- Have 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.
- Appreciate the impact of mental health problems and distress on a person’s cognition, communication, behaviour, lifestyle and relationships.
- Be aware of the main provisions of mental health legislation, especially those relating to capacity, human rights and safeguarding.
- Recognise and address people’s essential mental health needs when these exist alongside other primary health needs.
- Work and communicate with others to maintain continuity in meeting mental health needs in long term conditions.

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.

Adults with Physical Healthcare needs
- 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.
<table>
<thead>
<tr>
<th>Please identify the experience under one of the following headings:</th>
<th>Date and duration in hours</th>
<th>Activity</th>
<th>Learning</th>
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</thead>
<tbody>
<tr>
<td>People with mental health needs</td>
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<tr>
<td>Adults with physical healthcare needs</td>
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<td>People with a learning disability</td>
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Signature of student: ..........................................

Date: ................

Name of practitioner verifying the learning experience

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Practitioners signature: ..........................................

Designation

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Date .................................