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| <b>Practice area</b>            | <b>Learning Disability School Setting</b>  |
| <b>Background of case study</b> | <p>Hetty is a first-year Learning Disability student nurse who is undertaking an eleven week placement in a Specialist School setting. The school has 10 teachers, 30 Teaching Support Assistants and other domiciliary staff. The School is well supported by other healthcare professionals such as Community Nursing Team, Physiotherapist, Occupational Therapist and School Nurse. As the school only has one nurse who will be one of Hetty's <b>Practice Supervisors</b>, a Nurse from the community nursing team who regularly visits the school has agreed to be Hetty's <b>Practice Assessor</b> for the duration of this placement. The school has a nominated <b>Academic Assessor</b> who regularly communicates with the healthcare team at the school either by visiting the school or via email/telephone.</p>   |
| <b>Initial meeting</b>          | <p>The initial meeting is undertaken by the <b>Practice Supervisor</b>. During this meeting the <b>Practice Supervisor</b> discusses the learning opportunities that are available to Hetty as this is a very different setting than a learning disability ward and discusses a plan for working with all healthcare professionals and teachers who are part of the school team. As any registered healthcare professional can be a <b>Practice Supervisor</b>, Hetty and the <b>Practice Supervisor</b> arrange for her to spend time with a wide variety of different professionals such as: Specialist Teachers, OT, Physio, and Community Nursing Team. The <b>Practice Supervisor</b> advises Hetty that her <b>Practice Assessor</b> will be one of the Community Nurses and arranges a time for them to all meet at an early stage in the placement. Hetty is keen to meet her <b>Practice Assessor</b> as she is concerned that she will be undertaking her Episode of Care and Medicines Management Assessment. The <b>Practice Supervisor</b> advises Hetty that the Episode of Care and Medicines management need to be completed by the end of the part one and not necessarily in this placement due to the nature of the placement opportunity. Hetty is advised that it is her responsibility to seek opportunities to undertake the proficiencies within part one of the MYEPAD. The <b>Practice Supervisor</b> also advises Hetty that she needs to obtain feedback and document this in the MYEPAD from <b>Practice Supervisors</b> and Service Users which will be reviewed at the mid-point review meeting approximately half way through her placement.</p> |
| <b>Mid-point review</b>         | <p>The mid-point review is undertaken by the <b>Practice Assessor</b> who is a nurse from community nursing team. The <b>Practice Assessor</b> has been catching up with Hetty when visiting the school and has gained feedback from her <b>Practice Supervisors</b>. Hetty advises the <b>Practice Assessor</b> that she is enjoying her placement experience but feels that she would like to develop a greater understanding of different communication aids and how the pupils are assessed for these. The <b>Practice Assessor</b> discusses this with Hetty and the <b>Practice Supervisor</b>; arrangements are made for Hetty to spend time with the Specialist Communication Teacher and her team.</p>  |
| <b>Final review meeting</b>     | <p>The final review meeting is undertaken by the <b>Practice Assessor</b>. The <b>Practice Assessor</b> is able to review the feedback from Hetty's <b>Practice Supervisors</b> which is documented in the MYEPAD. During the final meeting the practice assessor reviews progression and achievement, assesses the professional values and completes the relevant sections of the MYEPAD. The Practice Assessor also feedback to Hetty on her progress and achievement in the meeting and emailed the Academic Assessor to let them know Hetty had been successful in this placement.</p>   |