

Practice area	Community nursing team – Adult nursing student
Background of case study	Joanne is a 2 nd year adult field nursing student allocated to a community nursing team for a 6 week placement. She is very anxious about working in the community as she has only had ward and clinic placements so far. The team have nurses and healthcare support workers on shift each day. All the nurses are practice supervisors, two are practice assessors and one has experience as a district nurse practice teacher. Sue is allocated as Joanne’s practice supervisor , she is new to the team but now feels ready to support students. Ruth is Joanne’s practice assessor and is a very experienced community nurse.
Initial meeting	When Joanne commences placement she works alongside Sue who will be her lead practice supervisor . Joanne says she feels very anxious, so Sue ensures time is given in the 1 st week to settle Joanne in and she explains what is happening before visits during the car journey. The induction checklist is completed on the first day, but Sue waits until day 4 to complete the initial interview as she wanted Joanne to feel settled and able to identify her own learning goals. Back in the office she hands over these goals to the team in their meeting, so all staff can help Joanne meet her goals, which include attending a multidisciplinary meeting at the clinic where the team are based. Ruth is at the meeting and introduces herself as the practice assessor to Joanne
Mid point review	Joanne has settled in well after 3 weeks, but remains quite anxious and is not speaking to patients or families much during visits. At the mid point review with both Sue and Ruth, Sue as her practice supervisor feeds back to Joanne and Ruth, her practice assessor that she needs to chat more to families and try to initiate conversations. Ruth uses the MYE PAD to show Joanne which NMC Proficiencies this relates to and asks her to select a patient with complex needs to focus on for her episode of care. Joanne thinks this is good feedback as she realises her nerves have prevented her chatting to patients. She also arranges her own attendance at the MDT meeting next week and decides to feedback on patient Peggy who she has visited frequently so far. She reads through Peggy’s case notes to prepare for the meeting and asks other nurses on the team for information too.
Final review meeting	At the final meeting practice assessor Ruth is able to feedback to Joanne that Sue and 2 other practice supervisors she has worked with, have seen a marked improvement. Joanne is more confident and chats to patients easily now during visits. Joanne shows Ruth her service user and carer feedback from patient Peggy about how helpful and caring Joanne has been during her visits. Joanne also reports to Ruth that she attended the MDT meeting and fed back there on Peggy’s progress and was able to contribute to reviews on other patients she has visited. Ruth had also received positive feedback from Anika, another practice supervisor and an OT working with the team, how Joanne’s reports had been clear and structured. With this feedback and also observing Joanne during handover meetings, during her episode of care assessment caring for Peggy and also with patients on the day they had worked together Ruth felt able to assess Joanne’s Proficiencies against part 2 assessment criteria “Active participation in care with minimal guidance and increasing confidence” Joanne was delighted and thanked Sue and Ruth for their support