

Practice area	Acute Admission unit for Mental Health Care
Background of case study	Tom is a year 2 student on a busy acute admission ward for people experiencing mental health crisis. The environment is fast paced with a range of service users with diverse needs. Tom is new to this kind of area of MH nursing and feels out of his depth. He has been allocated a Practice Supervisor , who is a nurse from the ward. Tom has also been allocated a Practice Assessor for the duration of this placement, this is a senior nurse who manages two of the urgent care wards.
Initial meeting	The initial meeting is undertaken by the Practice Supervisor . During this meeting the Practice Supervisor discusses the learning opportunities that are available to Tom for year 2 on the ward and acknowledges his anxieties. They discuss a plan for working with a variety of the ward staff to gain an understanding of the roles within the team – this will hopefully help him to feel more settled. As any registered healthcare professional can be a Practice Supervisor they also explore working with some of the external teams which input into the ward – this will be for later in the placement as Tom needs to feel he has a grasp on his ward area first. The Practice Supervisor ensure Tom is aware that his Practice Assessor will be the senior nurse manager who works across the 2 urgent care wards and has an excellent knowledge of the learning outcomes for the area. They arrange a time for them to all meet at an early stage in the placement – this will also hopefully alleviate Tom’s anxieties. Tom feels reassured that he has a robust learning plan in place and feels reassured his assessor is familiar with his learning area. As the Practice Assessor will be undertaking his Episode of Care Assessment, the Practice Supervisor and Tom, discuss opportunities and time frames for assessment to help Tom feel he has a plan. Tom is a conscientious student and keen to access all learning, however he is aware that he needs a few weeks to feel confident on the urgent care ward. The Practice Supervisor and Tom discuss what is expected in terms of obtaining feedback to enable documentation in the MYEPAD from Practice Supervisors and Service Users which will be reviewed at the mid-point review meeting approximately half way through his placement.
Mid-point review	The mid-point review is undertaken by the Practice Assessor who has been popping in to see Tom on a regular basis and accessing feedback from the wider team and the Practice Supervisor . Tom is feeling more confident and familiar with the urgent care ward environment and is keen to develop his skills in terms of risk assessment as several service users have presented with risk of suicide. The Practice Assessor , Tom and the Practice Supervisor explore this and discuss how best to achieve this and also ensure Tom feels supported and can manage his own well-being – robust supervision and debrief plans were put in place and added to MYEPAD and the academic assessor was emailed to make her aware of Tom’s progress so far. Together they arranged Tom would contact the training department and book on the risk training, then work with the team to develop risk assessment skills
Final review meeting	The final review meeting is undertaken by the Practice Assessor . The Practice Assessor is responsible for Tom’s assessment and liaised with Tom’s Practice Supervisors to obtain feedback. Practice Assessors also need to discuss via the MYEPAD, Tom’s progression with the Academic Assessor . This final meeting reviewed Tom’s progression and achievement with the proficiencies, assessed his professional values and completed the relevant sections of the MYEPAD. The Practice Assessor had already completed the Episode of Care assessment when observing Tom caring for a number of clients with complex health and social care needs. Feedback was given to Tom verbally and in the MYEPAD and he was delighted with his progress during this placement.