

A Checklist for Student Orientation

1.05.1 Introduction

Now that you have agreed to be a preceptor there are a number of responsibilities connected with this role. Some of these are optional and you can decide if you will complete these activities or not.

To make sure nothing is missed and to assist with consistency, a **Checklist for Student Orientation** has been provided. The checklist is made up of two parts. The items in the first part are best completed PRIOR to the student arriving; the items listed in the second part should be reviewed and completed on the FIRST DAY. The components of the check list can be completed with the student by either the preceptor and/or the site coordinator.

Goal:

To provide the necessary information (i) to meet provincial, educational facility, and health care facility regulations governing student placements and (ii) to make the clinical placement experience as valuable and satisfying as possible for both the preceptor and the student

“We often teach the way we were taught”. As a preceptor, you may wish to do some reflective preparation, thinking about clinical supervisors you have had in the past, your supervision style, clinical teaching methods, and feedback preferences to prepare for your student in advance. In order to be a preceptor, you must complete the training module on MComet under SOPT Preceptor. Within this training module, there are multiple resources to assist you in your role.

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COMPLETE PRIOR TO PLACEMENT

This information will be provided to the student/preceptor in their *EXTERNSHIP PACKET* by the Program Director.

1. Provide the student with the following Site Specific Information:

- ☐ Name of preceptor
- ☐ Time and location to meet on the first day
- ☐ Type of placement and client population
- ☐ Hours of work
- ☐ Parking

2. Provide the Preceptor with:

- ☐ The name of the student s/he will be supervising
- ☐ The date/time/location s/he will meet the student
- ☐ The dates of the student placement.
- ☐ Copies of all evaluations that need to be complete
 - o Weekly evaluation
 - o Skill Assessment Sheets
 - o End of Placement Evaluation

COMPLETE ON THE FIRST DAY OF PLACEMENT

A specific time should be set aside on the student's first day to complete the orientation, preferably when the student first arrives at the site. This can be completed by either the preceptor or the site coordinator

1. A Warm Welcome
2. Review facility organizational structure
3. General Fire / Emergency Evacuation Procedure
4. Site Operations:

- a. hours worked _____
- b. Leave of Absence / Process to Follow
- c. Illness
- d. Bereavement
- e. Exceptional Circumstances
- f. dress code _____
- g. parking _____
- h. access to computer system (ID and password)
- i. personal calls
- j. how to address patients
- k. other _____
- l. other _____

2. Student contact information
3. Learning Objectives
4. Review supervision, learning and teaching styles, and time management issues.
5. Discuss method and timing of feedback
6. Review academic expectations
 - i. Formal student evaluation
 - ii. Preceptor evaluation
 - iii. Clinical site evaluation
 - iv. Assignments/Projects
7. *Tour of Health Care Facility (relevant areas specific to student's placement)*
8. *Introduction to:*
 - i. Clinic area receptionist,
 - ii. Team members
 - iii. Administrator
 - iv. Others_____
9. *Discuss client/patient/client assignment.*
10. *Discuss key requirements of placement (e.g. professional attitude and appearance, assessment, treatment planning, implementation and evaluation, equipment, education of client/others, daily record keeping and documentation, communication with other members of the client's team, written reports, discharge planning, short and long term goal setting)*
11. *Community resources available to assist in student learning/client support*

Note: the author encourages the adaptation of this checklist for individual site use.

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