# Student Orientation checklist

The purpose of a thorough orientation is to provide the student with the basic information necessary to function in a particular setting. It is helpful if a basic orientation is completed within the first few days of the student placement.

**1. Introduction to the site**

* Philosophy, function, staffing, history.

**2. Confidentiality**

* Explain how this is maintained in your facility.

**3. Basic safety and prevention of accidents to self and clients**

* Health & Safety Policy.
* Maintaining boundaries with clients.

**4. Security**

* Discuss responsibilities if students are last to leave in the afternoon (e.g. switching off heaters and lights, locking all windows and doors).
* Fire evacuation procedures.

**5. Housekeeping**

 Review the following

* Use of departmental

 vehicles.

* Mail box.
* Toilets.
* Lunch areas.
* Tea break.
* Tea/coffee – mugs.
* Desk area.
* Stationery.
* Keys.
* Lockers.
* Computers (e.g. email and internet use)

**6. Telephones**

* Discuss how to make and receive telephone calls professionally.
* Explain how to make internal/external calls; show directories.
* Discuss protocol and rules regarding personal calls.
* Taking messages.

**7. Sickness**

* Advise students who to contact if they are unable to attend the placement. It may be useful to have the students contact details in case of an emergency.
* Give an extension number to call, and state what time students should call in by.
* See page 13 (Professional behaviour).

**8. Facilities available**

* Arrange a visit to the library at your site, if appropriate.
* Indicate the location of cafeteria/banking facilities/shops/kiosk.
* Advise students where to park their vehicles during the day while on placement.
* Discuss available public transport.

**9. Personal profile**

Ask the student to discuss the following items:

* Personal objectives for the placement.
* Do they have an evening job, family commitments or a long way to come in the morning to your centre? This is important to consider if students are required to start early/stay later in the afternoon

**10. Supervisor to give a personal profile**

* Work experience.
* Experience as a student supervisor.
* Other relevant information (e.g. professional association responsibilities, continuing education activities).
* Practice and research interests

**11. Timetable**

* Provide handout.
* Students to record details of meetings/education sessions into their diaries.

**12. Written weekly objectives**

* Set a time to collaborate on these with student.

**13. Meetings with Supervisor**

* Plan a review meeting each week to discuss performance and provide regular feedback.
* Discuss learning opportunities related to the student’s goals for the placement.

**15. Visits**

* Students may be involved in visits to other areas (e.g. operating theatres, acute/long stay areas, community agencies or services).

**16. Use of unstructured time**

* Brainstorm options for use of students' time.

**17. Debriefing**

* Prepare students for any situations, which may be unpleasant/disturbing/unexpected (e.g. internal politics or conflicts; inappropriate, abusive, or aggressive patients; unpleasant smells or sights; dealing with first naked patient).

**18. Documentation and report writing**

* Explain the guidelines used at your site.
* Provide handout of common abbreviations found in the client records used at your site.
* Organisation/service policy on recording in client’s notes.

**19. Statistics**

* Outline service's method of collecting statistics, and the student's responsibility in this.

**Reference:** MacRae, A., Hanrahan, M., & Barrett, P. (1991). *Preparing for and Managing Fieldwork Placements.* Cumberland College of Health Sciences: Lidcombe.