



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 fieldwork educator or the site coordinator

1. A Warm Welcome

2. Review legal requirements specific to the facility.

Check that up-to-date documentation has been provided to meet requirements of your facility.

- Required identification (school ID etc)
- Facility confidentiality form for access to client records (if indicated)
- Review of Privacy Legislation related to placement
- University/College regulations related to student supervision
- Affiliation Agreement or Memorandum of Agreement

3. Review facility organizational structure

- Role of OT in the facility

4. Student's emergency contact information

5. General Fire / Emergency Evacuation Procedure

6. Site Operations:

- Hours worked
- Procedures in case of absence due to illness, weather etc.
- Desk / working space if applicable
- Dress code
- Parking
- Access to computer system (ID and password)
- Personal calls, cell phone and texting restrictions
- How to address patients
- Other _____

7. Complete Contact Information form.

8. Complete & sign the "Supervision and Learning Plan Summary"

9. Review the following:

- Opportunities & expectations for active participation within the facility

- Learning Objectives
- Supervision, learning and teaching styles, and time management issues.
- Discuss method and timing of feedback

10. Tour Facility (*relevant areas specific to student's placement*)

11. Introduction to:

- Receptionist, office staff
- Team members
- Administrator
- Others _____

11. Discuss school or facility-based assignments.

- Review expectations for:
 - Formal student evaluation
 - Fieldwork educator evaluation
 - Clinical site evaluation
 - Assignments/Projects and due dates
 - Student presentation (if applicable, book room and presentation equipment and room)

12. Discuss key clinical requirements of placement

- Review site specific learning objective
- level of expected participation
- professional attitude and appearance,
- assessment/evaluation
- treatment planning, implementation
- 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
- school requirements
- requirements for assignments (school and facility)

13. Additional resources available to assist in student learning/client support

Fieldwork educator Education Program for Health Professionals and Students (PEP) 2007.

www.fieldwork educator.ca Note: the author encourages the adaptation of this checklist for individual site use. Developed by A. MacPhail, MSc, Thames Valley Children's Centre, London, Ontario and University of Western Ontario, School of Physical Therapy, London, Ontario, 2007.