



CFA SITE ORIENTATION CHECKLIST

Orientation to Practice Site

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|--|--|
| <input type="checkbox"/> Learner work space, reference materials | <input type="checkbox"/> Parking, phone system, email, PharmaNet access |
| <input type="checkbox"/> Dress code: name tag, lab coat, attire, etc. | <input type="checkbox"/> Clinic and hospital ID badge(s) |
| <input type="checkbox"/> Hours/days patient care provided | <input type="checkbox"/> Keys, password(s), security alarm |
| <input type="checkbox"/> Introduce staff + each one's responsibilities | <input type="checkbox"/> Signs in waiting room, patient letters (PRA-BC) |
| <input type="checkbox"/> Unique learning opportunities (clinical activities, patient population, provider interests, etc.) | |

Orientation to Community

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|---|---|
| <input type="checkbox"/> Community characteristics | <input type="checkbox"/> Community resources |
| <input type="checkbox"/> Where to buy groceries, essentials, etc. | <input type="checkbox"/> Pertinent safety information |

Discussion of Candidate Expectations

- | | |
|--|--|
| <input type="checkbox"/> Experience and skills | <input type="checkbox"/> Feedback and learning-style preferences |
| <input type="checkbox"/> Specific areas of focus for candidate (areas with little or no recent practice) | |

Notes and Comments:

Complete Reverse Side >



Discussion of Assessor Expectations

- Hours/day candidate will be in the office
- Candidate's level of responsibility (review of PRA-BC Candidate Scope of Practice)
- Participation in hospital rounds, nights/weekend call
- Times assessor is off/away (what to do and to whom to report)
- Directions for writing chart notes, dictating, writing Rxs, referrals
- Follow-up for lab results, contact for critical labs
- How patients will be selected for candidate to see
- Length of time to spend with each patient (average)
- Hospital/clinic policies
- Showing respect to patients and staff (multidisciplinary)
- Getting to know patients
- Collegial environment (able to ask questions/advice without fear of being perceived as incompetent)
- Format for case presentations
- Regular time & process for feedback
- Candidates must proactively identify needs
- Review of assessment tools, frequency of use/reporting
- Absentee policy and how to notify office
- A contact for questions or problems
- How to reach assessor in emergency

Notes and Comments:

Adapted from: <http://medicaleducation.wikifoundry.com/page/Orientation+to+Clinical+Experience>