

GUIDELINES FOR ORIENTATION TO THE PRACTICE GROUP

Guidelines for Orientation to the Practice Group

It is important that students be systematically oriented to each midwifery clinic, hospital and birth centre using this guideline. Preceptors or designates should expect to spend three to six hours for orientation.

1. Practice Group Checklist

Physical layout of clinic

- Exam rooms, waiting rooms, staff areas, student areas, kitchen, etc.
- General rules for areas where students can work/study/eat and take breaks
- Storage and organization of supplies (clinical and non clinical, including medications)
- Computers, phone, fax, photocopier etc.
- Location of fire exits and fire extinguishers
- Location of first aid supplies and equipment

Access to the clinic and personal safety

- Student use of clinic space
- Information to access the clinic building, keys, security system, parking etc.
- Safety considerations

Administrative aspects of the practice

- Roles and work hours of the administrative staff
- How appointments are booked, cancelled and rescheduled
- Organization of the clinic schedule
- Procedures for reporting accidents and injuries
- Identification and protocol for dealing with any workplace hazards (WHMIS)

Practice profile

- Catchment area and client demographics
- Privileging hospital(s)/birth centre

Model of Care

- How midwives share care and on call (and second attendants if applicable)
- Off call/on call schedules for midwives
- Communication systems, e.g. pagers, answering service, cell phones, apps

Meeting Schedule

- Practice group meetings and expectations re: student attendance
- Peer review, rounds other professional meetings and expectations re: student attendance

Contact information

- Phone, fax, address, email and website contacts for practice group
- Contact information and instructions for how/when to contact midwives
- Contact information for hospital services and staff, and birth centre if applicable
- Contact information for relevant health/community services, including prenatal education

Charting system(s)

- Student training for EHR(s) if applicable
- Organization of charting systems and storage
- Components of client chart
- Expectations for students charting in client records.

Key documents of the practice group

- Protocols for practice, hospital and birth centre if applicable
- Client handouts

Clinical Equipment

- Clinic equipment and restocking process
- Instructions
- IPAC procedures
- Orientation to preceptor's home visit and birth equipment

Emergency Services

- How EMS is accessed
- Protocol for fire or other emergency

2. Hospital Orientation Checklist

General hospital tour

- Parking locations and fees
- Entrances and hours of access
- Cafeteria, hours, other sources of food
- Significant phone numbers
- Library
- Lab, admitting, radiology and other relevant services including after hours access

Tour of birthing unit

- Staff structure and roles
- Room organization, ice machine, blanket warmer
- Medications and equipment including resuscitation equipment
- Client information board
- Sleep room, change room, locker, caregiver washrooms
- Clean-up expectations – room, equipment, restocking, placenta disposal

Guidelines and procedures

- Interprofessional services e.g. early pregnancy clinic, LC, pediatric walk in
- Protocols for L&D, postpartum and nursery; indications for consultation and transfer
- Communication and reporting to team leader
- ID Badges
- Scrubs, clothing policy
- Infection prevention supplies and procedures
- Safety procedures, needle stick injuries, incident reports, etc.
- Emergency codes and procedures, including hospital transfer
- List of consultants and processes for consultation and transfer of care
- Computer and paper charting, order entry, admitting, discharge

3. Placement Checklist

Preceptor model:

- Structure of preceptor team (number of preceptors, caseload, call arrangements)
- Coordinating or first contact preceptor
- How student will follow preceptor(s) or clients
- How communication works if more than one preceptor
- Which preceptor(s) will do the evaluations
- Preceptor coverage during off call time

Student placement:

- Client assignments and information
- Student call arrangements
- Regularly scheduled clinic times
- Expectations re participation in non-clinical work of the practice

Designated Placement:

- Discussion of student and preceptor expectations for the DP including:
 - Learning goals specific to the DP
 - Learning plan specific to the DP
 - Limitations of the DP
- Student and preceptor identity in relation to the DP
- Practice make up in relation to the DP
- Population served in relation to the DP

Off call arrangements:

- How student off call days are scheduled
- How protected study time is scheduled
- Student to report tutorial days/times and exam schedule that are off call

Student workload:

- How placement is organized to meet MEP birth number guidelines
- How placement is organized to meet clinical workload policies (15-20 pre/postnatal visits on average per week or slightly less than 1.0 FTE midwife)
- Who to contact for assistance to prioritize or troubleshoot workload issues

Course expectations and evaluation:

- Student to share course evaluation forms with preceptor
- Review how feedback and evaluation will be organized
- Book midterm evaluation meeting (student to coordinate)

Teaching and learning:

- Discuss teaching and learning strategies
- Review student's learning plan and evaluation from previous course
- Develop plan to assist student in fulfilling their learning objectives for the placement

Practice group resources for students:

- Computer access, torsos and dolls, library etc.
- Other local resources for student study/research, e.g. hospital library