



Student Orientation Transcript

Introduction

Narrator: Hello. In this activity, we will be reviewing the various aspects of Student Orientation. First, we will review the tasks you must complete when preparing for clinical orientation. Next, we will observe a clinical orientation conference. Lastly, we will follow along, as a preceptor takes a student on a tour of the nursing unit.

Preparing for Clinical Orientation

Narrator: Orienting students to the clinical learning environment is foundational to a successful learning experience. A carefully planned orientation is needed to provide students with information they need to succeed in the clinical setting. Follow these steps as you prepare for your clinical orientation. A list of these steps can be downloaded, by clicking on the Resources tab in the upper left-hand corner of this learning activity.

- Inquire if a student orientation packet and/or site-specific information are available for student orientation.
- Plan private space for pre-and/postconference.
- Review the names of students and the tasks the students can perform with supervision and independently.
- Review the expected role, background, and skills of assigned students, as well as the expected roles of clinical faculty and preceptors.
- Review the course description and objectives for the clinical experience. Clearly defined expectations build an effective working relationship among team members.
- Be especially clear about experiences that include the administration of medications; specifically what students can and cannot do.
- Review experiences you would like students to participate in, include these so that others in the care team will let you know when they are available.
- Plan a scavenger hunt to help students get better acquainted with the nursing unit.
- Students enjoy exploring the unit to locate items and find it a helpful way to become familiar with the care team and unit.

You can see how much careful planning goes into a successful clinical orientation! This preparation builds relationship with the student and health care facility, which sustains relationships and facilitates student learning. Effective relationships begin with effective communication.

Please remember that you can download a summary of these tips from the Resources tab found in the upper left-hand corner of this learning activity.



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Clinical Orientation Conference

Mrs. Wilson: Good morning! Welcome to clinical orientation. My name is Mrs. Wilson. Before we tour the nursing unit and meet care team members, let's review important information that you will need to succeed in your clinical experience.

Nursing students are expected to maintain the highest standard of personal and professional conduct in the clinical learning environment.

You will need to arrive on time and be prepared for patient care.

Next, we will review the daily schedule, beginning with a pre-conference planning meeting and ending with a postconference debriefing.

We will also carefully review expected clinical learning outcomes, and talk about ways in which they can be met, using the course-specific Clinical Experiential Learning Evaluation form. This form will be used to evaluate your performance, which includes a self-assessment.

Finally, we will review SBAR.

Salli: What is SBAR?

Mrs. Wilson: SBAR stands for Situation, Background, Assessment, and Recommendation. This standardized reporting technique provides critical information in a structured format. SBAR is an effective and efficient way for students to communicate important patient information. Why do you think it is important to use SBAR?

Salli: I believe SBAR promotes quality and patient safety, primarily because it helps team members communicate a shared set of expectations.

Mrs. Wilson: You're absolutely right! We will use SBAR to share patient information in a clear, complete, concise, and structured format to improve communication efficiency and accuracy. Finally, I'd like to remind you that as a representative of Chamberlain College, you are a guest of the institution. Please remember to follow all agency regulations, including those regarding smoking, eating, and parking.

Now, let's take a brief tour of the facility so you can become familiar with the nursing unit and health care team.



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Clinical Orientation Tour

Mrs. Wilson: Welcome to the nursing unit. I would like you to meet the charge nurses and unit manager before we begin our formal tour.

Allison: Hello! Welcome to our nursing unit. I'm Allison, the unit manager. This is Robin and Kena, the charge nurses.

Robin: Good morning!

Kena: Hello.

Salli: Hi! I'm Salli!

Mrs. Wilson: Thank you for your time! We are going to proceed with the tour.

Allison: Let us know if you need anything.

Mrs. Wilson: Thank you!

Here, we have patient records, MAR, and EMR. Orientation Day is an excellent time to review how to chart and access medical records. You will have time to practice.

In this room, you will find necessary supplies to assist you with patient care. If you cannot find an item, please ask the charge nurse or unit manager for assistance.

Take note of the fire exits and emergency equipment. Safety is an important consideration during the course of your work day. Accident prevention is everyone's responsibility.

I hope you enjoyed our tour of the unit. If you have questions, please do not hesitate to ask. I look forward to sharing this clinical experience with you.

Salli: This is great. I really enjoyed our time today. It's good to know what's expected of me before I start.

I'm glad we had a chance to tour the unit and meet the team members. I don't think I will be as nervous now that I have met the team and have seen where things are.

It's so helpful to review patient records and charting. I feel better prepared for my first clinical day after time to review and practice.

Mrs. Wilson: I'm so glad that orientation was meaningful. Are you ready to get started?

Salli: Yes! I can't wait to begin my first day of patient care!



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Wrap-Up

Narrator: Orientation promotes positive student-team member interactions, and provides opportunities for role clarification and development of collegial relationships.