Hospital Orientation Day for First Year Students:
A Guide for 5\textsuperscript{th} Year Students

Purpose of the day
While students in years 1 and 2 spend a day a fortnight in a GP practice, it is not until the 3\textsuperscript{rd} year that MBChB students have a hospital placement. This day is designed to give students an early introduction to the environment they will spend most of their time in during the final 3 years of the course. At the end of the day first year students should have an appreciation of the following:

- Hospitals are busy complex environments
- How Year 5 students make the most of the learning opportunities available in hospitals
- How they will need to learn and adopt new ways of learning to prosper in a hospital environment
- Just how much a 5\textsuperscript{th} year knows and can do
- How over the course of the next few years they will become so knowledgeable and capable themselves
- How their learning in years 1 and 2 is an important part of the path towards qualification
- How teaching is organised in hospitals
- A patient’s perspective on hospital care and their journey through the NHS

Senior Clinical Student Responsibilities
Teaching and training are essential skills for tomorrows’ doctors (Tomorrows’ Doctors 2009) Outcome 22 states that graduates must “function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues, giving effective feedback, and taking advantage of opportunities to develop these skills.”

The hospital orientation day is an ideal time for more senior students to show how much they have learnt about medicine since they were first year students and to demonstrate how clinical teaching works in the hospital environment.

How will the Hospital Orientation Day Programme work?
The Hospital Orientation Days will be on Thursdays during January, February and March. Fifth Year students will not be expected to mentor a 1\textsuperscript{st} year during the first week of a new rotation.

Prior to the hospital orientation day:
- Fifth year students will be allocated a first year student for whom they will take responsibility during the orientation day. Fifth years will have to take a first year on 2 separate Thursdays.
- Fifth years should contact the first years to help the first years understand where they are going and where they should be meeting
- Fifth years should begin negotiation in advance about what clinical activities and teaching activities are relevant for the first year students. Where routine teaching sessions or clinical activities are due to take place on the orientation day, the clinical teachers should be asked about the possibility of accompanying first year students
At the beginning of the day fifth years should:

- Provide a basic orientation to the hospital
- Think about the structure of the day and decide what order the first year activities should take place in.
- Ensure the first year has your contact details or those of other appropriate people if there are problems during the day

During the Orientation Days:

- It is not intended that fifth years will be ‘teaching’ the student all day – but they should be available to meet with the first year at the beginning and end of the day, provide some structure to the activities of the day, and allow the first year to shadow their activities
- In the pilot orientation days – one of the most useful activities for the junior students was the time spent talking to the senior students about their clinical teaching. Important things that first years are keen to know include:
  - How do fifth years know what to learn?
  - How do clinical assessments and exams work?
  - What does the average day entail?
  - How do attachments work?

At the end of the day:

- Discuss the day and answer any questions about the orientation
- Sign-off the first year student orientation sheet in their handbook. Please see the following page for a sample form.

Contacting First Year Students

The final year students are asked to contact the first year students as soon as possible in order to make arrangements for the hospital orientation day. Teaching and training are an essential part of all doctors’ lives and it is important that all students realise this early in their professional careers.

If there are any problems in the contact between students it is important that the school office is informed about these. Please email your query to:

SSCGENERALADMIN@contacts.bham.ac.uk

If the 1st year does not turn up for the hospital orientation day, please contact

sscgeneraladmin@contacts.bham.ac.uk
## Hospital Orientation Sign-off Sheet

<table>
<thead>
<tr>
<th>Activity</th>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record here all the places you visited in the hospital</td>
<td></td>
</tr>
<tr>
<td>What planned teaching activity did you attend with the senior student?</td>
<td></td>
</tr>
<tr>
<td>Why was the patient you visited in hospital? What did you talk about?</td>
<td></td>
</tr>
<tr>
<td>What self directed learning did you shadow a senior student undertaking and why were they doing this?</td>
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</tr>
<tr>
<td>What topics did you cover in your conversations your senior student during the day</td>
<td></td>
</tr>
<tr>
<td>What is the most important ‘take home’ message from the day</td>
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</tr>
</tbody>
</table>

**To be completed by the senior student after discussing the above:**

This student has made good use of their time during their hospital orientation day visit

Agree [ ] Disagree [ ]

Please provide this individual student with one piece of formative advice that will help him or her make the transition to learning in a hospital setting

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If you have serious concerns about this students attitude to learning or to the day please complete a yellow form of concern and send it to Claire Maitland in the Student Development and Support Office

<table>
<thead>
<tr>
<th>Year 1 Student Name</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Signature</td>
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<table>
<thead>
<tr>
<th>Senior Student Name</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Signature</td>
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