

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
10/9	12 hrs	PICU	Maty Gloyd
10/10	12 hrs	PICU	Maty Gloyd
10/11	12 hrs	PICU	Maty Gloyd
10/12	12 hrs	PICU	Maty Gloyd
10/22	12 hrs	PICU	Maty Gloyd
10/23	12 hrs	PICU	Maty Gloyd
10/25	12 hrs	PICU	Maty Gloyd
10/26	12 hrs	PICU	Kylea Shivers RN
11/6	12 hrs	Pedi	ABRIGUO RN
11/9	12 hrs	pedi	A. W. STU, RN

Preceptor's Signature \_\_\_\_\_

Preceptor's Signature \_\_\_\_\_

Student: Matey Lloyd

Midterm: \_\_\_\_\_

Final:  \_\_\_\_\_

Unit: PIV

1. Please reflect on the student's clinical performance during the capstone preceptorship and rate the following:

	Below Average Performance Needs Significant Guidance	Satisfactory Performance Needs Average Guidance	Outstanding Performance Needs Minimal Guidance
Student uses the Nursing Process to provide comprehensive, evidence-based nursing practice. (Graduate Competency (GC) 1)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student coordinates and develops a plan of care using time management and prioritization. (GC 1 & 3)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student makes safe clinical decisions. (GC 3)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student advocates for patient/family rights and quality nursing practice. (GC 4)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student uses professional, assertive, and collaborative communication. (GC 2, 5, & 6)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student documents according to agency/unit standards. (GC 2)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student develops teaching/learning strategies to meet patient/family needs. (GC 3 & 7)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student assumes a leadership role in clinical practice. (GC 6)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Student is self-directed and demonstrates an interest in learning. (GC 8)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

2. What do you think are the student's personal strengths?

Crystal is always willing to learn and go above and beyond to help out not only w/ my patients but w/ everyone on unit.

3. What have you identified as an opportunity for improvement for the student?

Continue ~~growth~~ increasing independence and confidence.

Preceptor Signature: Matey Lloyd

Date: 10/26/20

Student Signature: [Signature]

Date: 10/26/20

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Crystal Melendez UNIT: PICU Preceptor: Maty L.

<p><b>Instructions:</b></p> <p><b>1. Student's responsibility:</b></p> <ul style="list-style-type: none"> <li>- This form must be presented to the preceptor on the first day of clinical.</li> <li>- Write the highlights &amp; Skills observed / performed every each clinical time.</li> <li>- Discuss with the preceptor &amp; write the areas to improve before the end of the shift.</li> </ul> <p><b>2. Preceptor's responsibility:</b></p> <ul style="list-style-type: none"> <li>- Must give feedback on the areas to improve &amp; instruct the student to write on the allotted space.</li> </ul> <p><b>3. Student &amp; preceptor must sign their Initial every each clinical day.</b></p>	<p><b>Highlights: Example ( written )</b></p> <ol style="list-style-type: none"> <li>1. Team work-Rapid response</li> <li>2. learning opportunities -Staph infection</li> <li>3. Post op admission</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Anticipation of patient needs</li> <li>3. working on skills on Blood draw</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. NGT insertion</li> <li>2. Orthostatic vital sign</li> <li>3. Trach suctioning</li> </ol>	<p><b>Date/Initial</b> =Student = Preceptor</p> <p><b>Date:</b> 10/23/2018</p> <p><u>E. Hamilton</u> Student</p> <hr/> <p><u>A. Santos</u> Preceptor</p>	
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. admitting intubated post-op</li> <li>2. setting up drips</li> <li>3. monitoring sedation</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. charting</li> <li>2. Pediatric specific skills</li> <li>3. Report (giving/taking)</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Foley insertion</li> <li>2. IV start</li> <li>3. Post-op admission</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><u>C Melendez</u> Date: <u>10/9/2020</u> Student <u>ml</u> 10/9 Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. CPS CASE</li> <li>2. MANAGE 4 PATIENTS</li> <li>3. BEDSIDE PROCEDURE</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. PRIORITIZING CARES</li> <li>2. ADMISSION - INITIAL ASSESSMENT ETC</li> <li>3. WORKING W/ Fussy CHILDREN</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. EVD - STERILE PROCEDURE ml 10/9</li> <li>2. ASSESS ASTHMATIC</li> <li>3. DIVING MEDS</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/11</p> <p><u>C Melendez</u> Student</p> <hr/> <p><u>ml</u> Preceptor</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. EVD management</li> <li>2. admit DKA</li> <li>3. TRANSFER PT</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. ASSESSMENTS (FOCUSED)</li> <li>2. CHARTING</li> <li>3. PNF MANAGEMENT</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. TREATING DKA FLUIDS</li> <li>2. LEVELING EVD</li> <li>3. WOUND CARE</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/10</p> <p><u>C Melendez</u> Student <u>ml</u> 10/10 Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. COMPLETELY CHARTED ON ONE PT.</li> <li>2. GIVE REPORT</li> <li>3. ADMIT ASTHMATIC</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. CHARTING ON MULTIPLE PTS.</li> <li>2. COMMUNICATE W/ CARE TEAM</li> <li>3. GIVING REPORT</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. ALBUTEROL ADMINISTRATION</li> <li>2. ASSESS CHANGE/IMPROVEMENT ASTHMATICS</li> <li>3. <del>BEFORE</del> Δ FLUIDS</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/12</p> <p><u>C Melendez</u> Student</p> <hr/> <p><u>ml</u> 10/12 Preceptor</p>

<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. TRANSFER TO PEDI FLOOR</li> <li>2. LIFE GIFT FLAG CEREMONY</li> <li>3. ASSISTING IN CODE</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. COMMUNICATION w/ FAMILIES</li> <li>2. PRACTICE w/ SYRINGE MEDS</li> <li>3. CALCULATE DRIPS</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. SYRINGE PUMP MEDS</li> <li>2. OBSERVED CODE</li> <li>3. PT. ON HFOV</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 10/22</p> <p><u>C Melendez</u></p> <p>Student</p> <p>10/22 ml</p> <hr/> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Titrating sedation</li> <li>2. SIMU → CPAP</li> <li>3. Transitioning off insulin drip to spaced injections</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Communication w/ physicians</li> <li>2. Get comfortable w/ meds</li> <li>3. Charting</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Extubated</li> <li>2. Insulin drip</li> <li>3. Psych pt</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 10/26</p> <hr/> <p>Student</p> <hr/> <p><u>KS</u></p> <hr/> <p>Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. ASSIST w/ LIFE GIFT</li> <li>2. PEDI ART LINE</li> <li>3. TRANSPORT CRITICAL PT.</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. GIVING REPORT</li> <li>2. PRIORITIZATION</li> <li>3. ASSESSMENT</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. DRAW LABS FROM PICC/ART LINE</li> <li>2. BEREAVEMENT GIFTS FOR FAMILY</li> <li>3. TRANSFER/TURN INTUBATED PT.</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 10/23</p> <p><u>C. Mueck</u></p> <p>Student</p> <p>ml</p> <hr/> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Discharge</li> <li>2. Report given</li> <li>3. Med. admin</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Charting</li> <li>2. Med. admin</li> <li>3. Pt. communication</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Med. admin.</li> <li>2. Discharge procedure</li> <li>3. Charting</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 11/5</p> <p><u>Crystal M.</u></p> <p>Student</p> <hr/> <p><u>AB</u></p> <hr/> <p>Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. TITRATE SEDATION</li> <li>2. WOUND CARE</li> <li>3. JP DRAIN MGMT</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. KNOWLEDGE OF SEDATION MGMT</li> <li>2. STERILE PROCEDURES</li> <li>3. BEDSIDE REPORT</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. BLOOD ADMINISTRATION</li> <li>2. COLLECTING CULTURES</li> <li>3. IJ BLOOD DRAW</li> <li>4. PREPARE DOPAMINE</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 10/25</p> <p><u>C. Melendez</u></p> <p>Student</p> <p>10/25 ml</p> <hr/> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. medication admin.</li> <li>2. VS</li> <li>3. pt. interactions w/ difficult child</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. communication w/ parents</li> <li>2. charting</li> <li>3. med. compatibility</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. speaking / translating for Spanish speaking pt.</li> <li>2. discharge</li> <li>3. medication admin.</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 11/4</p> <p><u>Crystal M.</u></p> <p>Student</p> <hr/> <p><u>AN</u></p> <hr/> <p>Preceptor</p>

**Instructional Module \*: Capstone Precepted Clinical Experience Skills Check list**  
**Critical Care Unit: NICU & PICU**

Purpose: This inventory of required skills is to be completed on classroom orientation, Clinical Midterm & Clinical Finals  
 Introduction: Pre-Assessment- Mark an X on each skills that describes your experience.

Preceptorship Clinical Time- Write the date & preceptor's initial that describes your experience.

Skills	Student's Pre-Assessment			Preceptorship Clinical Time	
	No Experience	CPE	Performed Independently	Supervised	Performed Independently
<b>I. Assessment</b>					
<b>a. Gestational age</b>					
-EDC/LMP			X		
- Ballard's Scoring	X				
1. Physical	X				
2. Neurological	X				
<b>b. Physical assessment</b>					
- Integumentary	X			10/9 ml	
- HEENT	X			10/9 ml	10/23 ml
- Respiratory	X				10/26 ml
- Cardiovascular	X				10/26 ml
- Gastrointestinal	X				10/26 ml
- Genitourinary	X				10/26 ml
- Musculoskeletal	X			10/9 ml	10/26 ml
- Neurological	X				10/26 ml
<b>c. Behavioral Assess't</b>					
- Neonatal abstinence scoring	X				
<b>d. Pain Assessment</b>					
- NPASS/FLAC	X				
- NPASS sedation	X				10/26 vs
<b>e. Vital signs</b>					
			X	10/10 ml	10/26 vs
<b>f. Apgar scoring</b>					
	X				10/26 vs
<b>II. Medication</b>					
a. Per ore	X				
b. NGT/OGT	X				
c. Topical	X				
d. IM-Vastus lateralis	X				
e. Rectal	X				
f. Nasal	X				
g. Ophthalmic	X				
h. IV/Central line	X			10/9 ml	10/26 vs
i. Calculate dosing	X				10/26 vs
j. Calculate drips	X			10/9 ml	10/26 vs
k. Emergency drug sheet	X				
<b>III. Care management</b>					
a. IVF/CVL	X				10/26 vs
1. UVC	X				
2 UAC	X				
- Change of fluids	X			10/9 ml	10/23 ml
- Transducer maintenance & calibration/level	X				
- Transducer set up	X				
- Blood collection	X			10/10 ml	10/26 vs
3. PICC	X			10/10 ml	
4. BROVIAC	X				
5. Peripheral arterial line	X			10/10 ml	10/26 ml
- Clave change	X			10/23 ml	
- Dressing change	X			10/26 ml	
- Adm. of TPN	X				
- Adm. Lipids	X				
- Assist CVL placement	X				
<b>IV. Chest Tubes Mgt.</b>					
- Check MD orders	X				

- Set up CTubes
- Assist in CTubes placement removal
- CTube dressing change
- Monitoring
  - a. suction level
  - b. Drainage level
  - c. Air leaks
- V. Enteral Feedings
  - Insertion OGT/NGT
  - Removal of tubes
  - Check placement & residual
  - Monitor
  - calculate ml/min
  - Dressing change
  - Care of Ostomy
  - Care of gastric decompression
- VI. Tracheostomy Mgt.
  - Check placement
  - Suctioning
  - Dressing change
  - Check for air leak site, & O2
- VII. Laboratory
  - Check MD orders
  - Collection
    - a. Heel stick
    - b. Blood draw
    - Broviac
    - UC
  - c. Tracheal / nasal aspirate
  - d. Skin swab
  - Diagnostic test
    - a. Urinalysis
    - b. Blood culture
    - c. Glucometer
    - d. Urine drug test
    - e. LP
    - f. Thoracentesis
  - Interpret Lab. results
    - a. CBC
    - b. BMP/CMP
    - c. ABG
    - d. CXR
- VIII. Oxygen MGT.
  - HFJV
  - HFOV
  - NIPPV
  - A/C Mode
  - SIMV-Invasive
  - Bubble CPAP
  - CPAP vent
  - HFNC
  - Nasal Cannula
  - Ventl Mask
  - Weaning (ROAR)
- VIII. NICU age appr't equipments
  - Incubator
  - Radiant warmer

10/26/05

10/26/05

10/26/05

10/10/05

F

10/25/05  
10/23/05  
10/23/05

10/26/05  
10/26/05

10/26/05  
10/10/05  
10/10/05

J

10/25/05  
10/26/05  
10/26/05  
10/26/05

10/26/05

10/23/05

10/25/05

10/9/05

F

10/26/05

10/26/05  
10/25/05

10/26/05



1. Please reflect on your performance during the capstone preceptorship and rate yourself on the following:

	I need significant guidance.	I need average guidance.	I need minimal guidance.
I use the Nursing Process to provide comprehensive, evidence-based nursing practice. (Graduate Competency (GC) 1)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I coordinate and develop a plan of care using time management and prioritization. (GC 1 & 3)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I make safe clinical decisions. (GC 3)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I advocate for patient/family rights and quality nursing practice. (GC 4)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I use professional, assertive, and collaborative communication. (GC 2, 5, & 6)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I document according to agency/unit standards. (GC 2)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I develop teaching/learning strategies to meet patient/family needs. (GC 3 & 7)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I assume a leadership role in clinical practice. (GC 6)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I am self-directed and demonstrate an interest in learning. (GC 8)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

2. What do you think are your personal strengths?

Organized, dependable, and always willing to learn and help others on the unit.

3. What have you identified as a personal opportunity for improvement?

Communication and med. admin.

Student Signature: 

Date: 11/9/2020

Name of Preceptor: Maty Lloyd

Clinical Unit: PICU

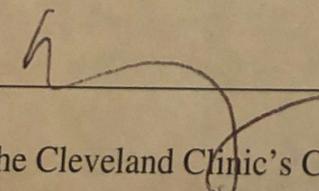
Please rate your preceptor on each question 1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Superb	Rating Please circle
Establishes a good learning environment (approachable, nonthreatening, enthusiastic, etc.)	1 2 3 4 (5)
Stimulates me to learn independently	1 2 3 4 (5)
Allows me autonomy appropriate to my level/ experience/ competence	1 2 3 4 (5)
Organizes time to allow for both teaching and care giving	1 2 3 4 (5)
Offers regular feedback (both positive and negative)	1 2 3 4 (5)
Clearly specifies what I am expected to know and do during the training period	1 2 3 4 (5)
Adjusts teaching to my needs (experience, competence, interest, etc.)	1 2 3 4 (5)
Asks questions that promote learning (clarifications, probes, Socratic questions, reflective questions, etc.)	1 2 3 4 (5)
Gives clear explanations/reasons for opinions, advice, or actions	1 2 3 4 (5)
Adjusts teaching to divers settings (bedside, charting, nurses station, etc.)	1 2 3 4 (5)
Coaches me on my clinical/ technical skills (patient history, assessment, procedural, charting)	1 2 3 4 (5)
Incorporates research data and/or practice guidelines into teaching	1 2 3 4 (5)
Teaches diagnostic skills (clinical reasoning, selection/interpretation of tests, etc.)	1 2 3 4 (5)
Teaches effective patient and/or family communication skills	1 2 3 4 (5)
Teaches principles of cost-appropriate care (resource utilization, etc.)	1 2 3 4 (5)

1. What did you like best about your preceptor?

Maty was always willing to teach no matter how crazy our day was. She was patient on me transitioning to the PICU, and allowed me to demonstrate my autonomy on the unit.

2. Do you have any suggestions for your preceptor to consider when working with future students?

Keep doing what you're doing! Thanks for being a great and fun teacher who I can go to for anything!

Student Signature: 

Date: 11/9/2020