

Purpose: This inventory of required skills is to be completed: Orientation, Midterm & finals
 Introduction: Pre-Assessment= Mark an X on each skill 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
1. Assessment					
a. Vital signs			✓	✓	
b. Neurological				✓	
c. Respiratory				✓	
d. Cardiovascular				✓	
e. Gastro Intestinal				✓	
f. Neuro-vascular					
2. Documentation					✓
a. Assessment				✓	
b. vital signs			✓	✓	✓
c. Admission				✓	
d. Discharge					
e. Transfer				✓	
3. Collaborative Communication				✓	
a. SBAR				✓	
b. Case Mgt					
c. Physician					
d. Pharmacy				✓	
e. Diagnostic					
f. Respiratory					
g. PT/OT					
4. Medication					
a. PO				✓	
b. IVPB				✓	
c. IV push				✓	
d. Topical					
e. Tube feeding				✓	
f. IM					
g. Subcutaneous				✓	
h. Intradermal					
i. Nasal					
j. Rectal					
5. CVL & PICC					
a. Med. admin				✓	
b. Blood draws				✓	
c. Dressing change					
e. Clave change					
6. Drainage					
a. Removal					
b. Dressing change					
e. Monitoring					
7. Tube feedings				✓	
a. Insertion					
b. Removal					
c. Checking residual				✓	
d. Feeding				✓	
e. Monitoring					
8. Urinary catheter				✓	
a. Insertion				✓	
b. Removal					
c. Collect specimen					
9. Blood sugar test					
a. Operate glucometer					
b. Blood draw				SC	
c. finger stick				✓	
d. Heel stick					
10. Isolation Precautions					

NO EX

CPE

performed independently

preceptor supervised

performed independently

a. Contact					
b. Droplet					
c. Neutropenic					
d. Airborne					
11. Dressing Change					
a. Incision					
b. Wound					
c. Pressure Ulcer					
12. Periphera IV					
a. Initiate					
b. Maintenance				✓	
c. Removal					
13. Patient Education					
a. Medication				✓	
b. Safety				✓	
c. Wound care					
d. Diet					
e. Activity				✓	
f. Clinic follow-up					
14. Ostomy					
a. Measure output					
b. Change bag					
c. Skin care				✓	
d. Monitoring					
15. Oxygen Therapy					
a. Nasal Cannula				✓	
b. Venturi Mask				✓	
c. BIPAP					
d. Weaning Oxygen				✓	
16. Unit Routines					
a. Admission				✓	
b. Discharge					
c. Transport					
e. Blood transfusion					
f. Sepsis protocol					
g. MEWS			✓		
h. Rapid Response				✓	
i. Transfer					
J. Huddle					
17. OB-GYN					
a. Stress test					
b. Post NSD care					
c. Newborn screening					
d. Pre/post CS care					
e. Magnesium Mgt.					

Student Name (Print): Cassie Clayton

Student Signature: Cassie Clayton

Clinical Unit: 55

Preceptor: Kim

Date: Oct 3rd - Nov 9th 2020

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Student: Cassie Clayton

Midterm: ✓

Final: _____

Unit: _____

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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
Student documents according to agency/unit standards. (GC 2)	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
Student is self-directed and demonstrates an interest in learning. (GC 8)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

Cassie's biggest strength thus far is that she demonstrates an eagerness for learning and finds opportunities to improve her skills. She has shown multiple times that she is a team player; other nurses on the floor praise her for always asking to help.

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

At this time Cassie is working on improving time management, checking efficiency, and working her way up on taking more patients.

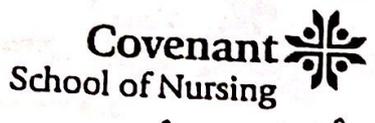
Preceptor Signature: [Signature]

Date: 10/20/2020

Student Signature: Cassie Clayton

Date: 10/20/2020

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Capstone Preceptor Appraisal of Student Performance
Preceptor Completes and Reviews with Student

Student: Cassie Clayton

Midterm: _____

Final:

Unit: South 5

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
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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?

Cassie's biggest strength is her ability to adapt to any situation. She is able to think quickly through critical situations, and has proven that she has what it takes and more to be an amazing nurse.

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

One area of improvement we discussed is that she is afraid to delegate minor tasks to our assistants on the floor, but this will get better when she is more comfortable communicating with different areas of the hospital.

Preceptor Signature: [Signature]

Date: 11/08/2020

Student Signature: [Signature]

Date: 11-08-2020

Overy shift

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Passie Clayton

UNIT: SS

Preceptor: Kim

<p>Instructions:</p> <p>1. Student's responsibility:</p> <ul style="list-style-type: none"> - This form must be presented to the preceptor on the first day of clinical. - Write the highlights & Skills observed / performed every each clinical time. - Discuss with the preceptor & write the areas to improve before the end of the shift. <p>2. Preceptor's responsibility:</p> <ul style="list-style-type: none"> - Must give feedback on the areas to improve & instruct the student to write on the allotted space. <p>3. Student & preceptor must sign their Initial every each clinical day.</p>	<p>Highlights: Example (written)</p> <ol style="list-style-type: none"> 1. Team work-Rapid response 2. learning opportunities -Staph infection 3. Post op admission <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Assessment 2. Anticipation of patient needs 3. working on skills on Blood draw <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. NGT insertion 2. Orthostatic vital sign 3. Trach suctioning 	<p>Date/Initial =Student = Preceptor</p> <p>Date: 10/23/2018</p> <p><u>E. Hamilton</u> Student</p> <hr/> <p><u>A. Santos</u> Preceptor</p>	
<p>Highlights:</p> <ol style="list-style-type: none"> 1. admission/transfer 2. Sp discontinued 3. Blood Draws <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Charting 2. Time management 3. 4 P's <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Blood draw 2. Med admin 3. assessments 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10-3-20</p> <p>Student <u>Cl</u></p> <p>Preceptor <u>KA</u></p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. J tube meds 2. J tube feedings 3. Adm Admission <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Charting 2. Stay up to date on progress notes 3. Proper body mechanics <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. J tube med admin 2. assessments 3. IV Starts 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10-8-20</p> <p>Student <u>Cl</u></p> <p>Preceptor <u>KA</u></p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Rapid Response 2. Bladder Irrigation 3. Pre-OP check list <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Charting 2. Explain Procedures in PT room 3. Time Management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Blood draws 2. med admin 3. Bladder ir 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10-11-20</p> <p>Student <u>Cl</u></p> <p>Preceptor <u>KA</u></p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Trach Care -Consent forms 2. Oral Care 3. Jpeg <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Body mechanics 2. IV Starts 3. Cluster Care <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. oral care 2. pushing Jpeg 3. sticks for blood draws 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10-11-20</p> <p>Student <u>Cl</u></p> <p>Preceptor <u>KA</u></p>

<p>Highlights:</p> <ol style="list-style-type: none"> 1. Insulin admin 2. Giving Report 3. Starting TPN <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV 2. 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. I.V. insertion attempt 2. Bladder scan 3. Blood draws 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 10-18-20</p> <hr/> <p>Student CE</p> <hr/> <p>Preceptor JA</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. more Blood draw sticks 2. I.V. attempt 3. Charting <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Foley insertion 2. assessing distended bladder 3. Patience w/ difficult patients 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 10-18-20</p> <hr/> <p>Student CE</p> <hr/> <p>Preceptor JA</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Rapid Response 2. Charted on 3 pts 3. <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. time management 2. communication w/ doctor 3. IV start <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. documentation during rapid 2. blood draw 3. medication administration 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 10-24-20</p> <hr/> <p>Student CE</p> <hr/> <p>Preceptor JA</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Admission 2. Grave report 3. <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Introducing self in Pt room 2. Asking for help 3. Time Management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Blood administration 2. Blood Draws 3. Multiple IV meds 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/3/2020</p> <hr/> <p>Student</p> <hr/> <p>Preceptor JA</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Straight Cath 2. add admission 3. put in order <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV start 2. 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. straight cath 2. put in order 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11-6-20</p> <hr/> <p>Student CE</p> <hr/> <p>Preceptor JA</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. IV start 2. 3. <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV start 2. Transfer 3. communication with pharmacy 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11-7-20</p> <hr/> <p>Student</p> <hr/> <p>Preceptor JA</p>

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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 checked="" type="radio"/>	<input type="radio"/>
I coordinate and develop a plan of care using time management and prioritization. (GC 1 & 3)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I make safe clinical decisions. (GC 3)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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I assume a leadership role in clinical practice. (GC 6)	<input type="radio"/>	<input checked="" type="radio"/>	<input 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?

Hardworking, Caring, serving heart, interested in growing skills & knowledge.

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

Knowing how to prioritize & time manage. Charting & documentation.

Student Signature: Curri Clayton Date: 11-8-2020

Instructional Module 8: Preceptor Orientation Checklist

Day 1

Student Name: Cassie Clayton Date: 10-3-20

Preceptor: Kim Ho Truong

Orientation Activities	Done	Not Done
1. Unit layout : Medication room, Linen room, supply room, soiled room, crash cart , restroom, break room, family room, fire exits, etc.	✓	
2. Security: Give codes to all locked rooms, visiting hours, personal belongings	✓	
3. Unit socialization: Introduce the student to all staff members	✓	
4. Policies & Procedures: Inform student of any everyday policies such as Vital signs, Blood sugar testing, patient transport, isolation & documentation	✓	
5. Safety based initiatives: Hand hygiene, falls, pressure ulcers, rapid response, etc.	✓	
6. Review goals & expectations for 120 clinical hours	✓	
7. Equipment: IV Pumps, syringe pumps, tube feeding pumps, Ventilators, etc.	✓	

Checked by Clinical instructor: _____

Date: _____

Evaluation of Preceptor by Student

Name of Preceptor: Kim Truong Clinical Unit: SS

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?

Encourages me to do everything. Very kind, but honest. Good correction and helpful with good charting.

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

Student Signature: Lumini Dayton Date: 10-20-20

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
10-3-20	12 hrs	SS	<i>[Signature]</i>
10-4-20	12 hrs	SS	<i>[Signature]</i>
10-8-20	12 hrs	SS	<i>[Signature]</i>
10-11-20	12 hrs	SS	<i>[Signature]</i>
17 10/18/20	12 HRS	SS	<i>[Signature]</i>
18 10/22/20	12 hrs	SS	<i>[Signature]</i>
24 10-24-20	12 hrs	SS	<i>[Signature]</i> RN
11-3-20	12 hrs	SS	<i>[Signature]</i>
11-6-20	12 hrs	SS	<i>[Signature]</i> RN
11-7-20	12 hrs	SS	<i>[Signature]</i> RN

Preceptor's Signature _____