

**Record of Precepted Clinical Experiences**

Date	Total Time	Location	Preceptor's Signature
8/1/2021	0630 1945 12hrs	Pedi ED	Maul RN
8/2/2021	0632 1900 12hrs	Pedi ED	Maul RN
8/7/2021	0635 1900 12hrs	Pedi ED	Maul RN
8/8/2021	0630 1900 12hrs	Pedi ED	Maul RN
8/9/2021	0700 1900 12hrs	Pedi ED	Maul RN
8/12/2021	0640 0655 12hrs	Pedi ED	Maul RN
8/16/2021	0636 1900 12hrs	Pedi ED	Maul RN
8/23/2021	0645 1900 12hrs	Pedi ED	Maul RN
8/24/2021	0645 1850 12hrs	Pedi ED	Maul RN
8/27/2021	0645 1900 12hrs	Pedi ED	Maul RN

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

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8/1/2021	<sup>0630</sup> 1945 12hrs	Pedi ED	<i>[Signature]</i>
8/2/2021	<sup>0632</sup> 1900 <sup>12.5hrs</sup> 12hrs	Pedi ED	<i>[Signature]</i>
8/7/2021	<sup>0635</sup> 1900 12hrs	Pedi ED	<i>[Signature]</i>
8/8/2021	<sup>0630</sup> 1900 <sup>12hrs</sup> 12hrs	Pedi ED	<i>[Signature]</i>
8/9/2021	<sup>0700</sup> 1900 12hrs	Pedi ED	<i>[Signature]</i>
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8/16/2021	<sup>0636</sup> 1900 12hrs	Pedi ED	<i>[Signature]</i>
8/23/2021	<sup>0645</sup> 1900 12hrs	Pedi ED	<i>[Signature]</i>
8/26/2021	<sup>0645</sup> 1850 12hrs	Pedi ED	<i>[Signature]</i>
8/27/2021	<sup>0645</sup> 1900 12hrs	Pedi ED	<i>[Signature]</i>

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

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<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Pyloric breath test</li> <li>2. IV Start</li> <li>3. Pt documentation</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. IV starts</li> <li>2. IV setup</li> <li>3. Report</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Pt assessments <del>start</del></li> <li>2. IV start</li> <li>3. Nasal swab</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 8/9/2021</p> <hr/> <p>Student</p> <p><i>JA</i></p> <hr/> <p>Preceptor</p> <p><i>on</i></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. walking boot</li> <li>2. Pyloric assessments</li> <li>3. assessment, tx, discharge</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. IV starts</li> <li>2. Communication w/pts</li> <li>3. Communication w/physicians</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. walking boot application</li> <li>2. medication admin</li> <li>3. Covid swabs</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 8/23/21</p> <hr/> <p>Student</p> <p><i>JA</i></p> <hr/> <p>Preceptor</p> <p><i>on</i></p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Blood gas</li> <li>2. Chest tube observed</li> <li>3. intubation</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Continue working on dispo</li> <li>2. Practice tubing blood</li> <li>3. Using both IV catheters</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. IV attempt</li> <li>2. chest tube insertion</li> <li>3. intubation</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>8/12/2021</p> <hr/> <p>Date:</p> <p><i>JA</i></p> <hr/> <p>Student</p> <p><i>JA</i></p> <hr/> <p>Preceptor</p> <p><i>on</i></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. triage process</li> <li>2. splinting</li> <li>3. triage questions</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. splint</li> <li>2. triage full shift N/A</li> <li>3. N/A</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. vital signs in triage</li> <li>2. splint application</li> <li>3. initial assessment</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 8/16/21</p> <hr/> <p>Student</p> <p><i>JA</i></p> <hr/> <p>Preceptor</p> <p><i>on</i></p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Xray diagnosis w/ doctor</li> <li>2. cellulitis infection</li> <li>3. Psych. pt - admit <sup>transfer</sup> process</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. BP cuffs</li> <li>2. Assessments</li> <li>3.</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Covid swabs/nasal swabs</li> <li>2. wound care</li> <li>3. "bite" mark - trampoline accident</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 8/19/21</p> <hr/> <p>Student</p> <p><i>JA</i></p> <hr/> <p>Preceptor</p> <p><i>on</i></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Reduction</li> <li>2. conscious sedation</li> <li>3. med administration</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Report</li> <li>2. splint</li> <li>3. Assessment charting</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. admission → discharge</li> <li>2. surgery checklist</li> <li>3. med administration</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 8/27/21</p> <hr/> <p>Student</p> <p><i>JA</i></p> <hr/> <p>Preceptor</p> <p><i>on</i></p>

\*Final\*



Capstone Preceptorship: Student Self-Evaluation

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"/>
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 checked="" type="radio"/>	<input type="radio"/>
I document according to agency/unit standards. (GC 2)	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 8)	<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?

I think I am confident with talking to the pt & their families. I feel like I make them feel heard & let them know I will help in any way I can.

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

I think I can improve on my pt education. I feel I need to establish my "flow" of delivering the information in order to not appear so nervous.

Student Signature: Riley Fields Date: 8/29/2021

### Evaluation of Preceptor by Student

Name of Preceptor: Sergio Maul Clinical Unit: Pedi ED

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?

Sergio took the time to ask me questions about certain situations. He took the time to explain certain skills and/or situations. He allowed me to practice my skills on my own whenever I felt comfortable to do so.

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

I liked that he gave me a tour of the unit the first day. It helped whenever I needed to get something or help the nurses get something.

Student Signature: Lily Filds Date: 8/29/2021

\* ~~XXXXXXXXXXXX~~ \*  
\* final \*

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

Student: LILY FIELDS

Midterm: 8/19/2021<sup>4F</sup>

Final: 8/30/2021

Unit: Pedi ED

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"/>	<del>◯</del>	<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"/>	<del>◯</del>	<input checked="" type="radio"/>

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

Advocates for patients. Beginning to anticipate needs of pt and treatment. Kindness and compassion.

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

Be more assertive during communication with families & other members of healthcare team.

Preceptor Signature: *David* Date: 8/30/21

Student Signature: *Lily Fields* Date: 8/30/21