



<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. diabetes education - carb counting</li> <li>2. trach swap 3.5 → 4.0</li> <li>3. oscillator to conventional vent</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. total patient care x2</li> <li>2. time management</li> <li>3. delegation</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. drip calculation</li> <li>2. <del>trach</del> <del>oscillator</del> <del>vent</del> <del>support</del></li> <li>3. of the meds</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 12/19</p> <p><u>L Lambert</u> Student</p> <p><u>KG</u> Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. call parent w/ update</li> <li>2. weaned vent settings</li> <li>3. CPT</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. patient prioritization</li> <li>2. time management</li> <li>3. med admin - PRNS</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. trach care</li> <li>2. of the care</li> <li>3. oral care</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 12/21</p> <p><u>L Lambert</u> Student</p> <p><u>MV</u> Preceptor</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. participate in dr rounds</li> <li>2. CPAP education by RT</li> <li>3. <del>pph</del> code blue - teamwork</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. family education</li> <li>2. PIXIS use</li> <li>3. <del>aggressiveness</del></li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. fleet enema</li> <li>2. trach suctioning</li> <li>3. <del>UBI</del> draw</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 12/22</p> <p><u>L Lambert</u> Student</p> <p><u>KIT</u> Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. bagging pt for RT time</li> <li>2. admission routine -</li> <li>3. 1 &amp; 0 placement of D/C</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. anticipating other staff needs</li> <li>2. delegation</li> <li>3. PIXIS use</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. starting IV fluids</li> <li>2. foley insertion</li> <li>3. transducer set up / leveling</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 12/23</p> <p><u>L Lambert</u> Student</p> <p><u>KIT</u> Preceptor</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. intubation of pt - not tolerated</li> <li>2. femoral line placement</li> <li>3. stat OR - teamwork</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. being more assertive</li> <li>2. prioritization</li> <li>3. delegation</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. med math &amp; wasting controlled subs.</li> <li>2. intubation</li> <li>3. transducer set up</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 1/10</p> <p><u>L Lambert</u> Student</p> <p><u>JA</u> Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. admission</li> <li>2. post-op Chiari malform.</li> <li>3. fever intention</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. med sequence - pain 1st</li> <li>2. when to notify dr</li> <li>3. charting</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. admission assessment</li> <li>2. IV start</li> <li>3. IV medication</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 1/20</p> <p><u>L Lambert</u> Student</p> <p><u>AA</u> Preceptor</p>

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

Student: Lindsay Lambert

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

Final: 1/20/2022

Unit: PIW

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 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 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?

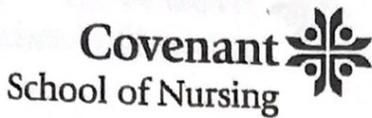
She is eager to learn about the patient and the diagnosis, she was eager to learn about plusmo placement.

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

To have the opportunity to chart and be more involved with families

Preceptor Signature: Lauren Anderson Date: 1-20-22

Student Signature: [Signature] Date: 1-20-22



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 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 checked="" type="radio"/>	<input type="radio"/>
I develop teaching/learning strategies to meet patient/family needs. (GC 3 & 7).	<input type="radio"/>	<input type="radio"/>	<input checked="" 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?

I think I am personable and genuine when providing care to my patients. I use my critical thinking skills to improve patients clinical status & am not afraid to ask questions or the "why" behind things.

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

My areas of improvement are all around as a nurse as I have so much to learn but specific areas currently include ~~proper~~ accurate documentation and prioritization.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

1/20/2022

Evaluation of Preceptor by Student

Name of Preceptor: Lauren Anderson Clinical Unit: PICU

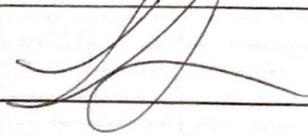
Please rate your preceptor on each question 1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Superb	Rating Please circle
Establishes a good learning environment (approachable, nonthreatening, enthusiastic, etc.)	1 2 3 4 <u>5</u>
Stimulates me to learn independently	1 2 3 4 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

1. What did you like best about your preceptor?

Lauren was very helpful and made me feel confident. She asked questions to make me think but didn't make me feel stupid when I didn't know the answer. She let me be apart of exciting/ learning experiences that occured w/in the unit and was always teaching me something.

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

Due to scheduling I had to bounce around a lot between preceptors. This was due to sickness and finelnes that did not line up at no ones fault. I really enjoyed working in the PICU and with Lauren.

Student Signature:  Date: 1/20/2022

Final

Lindsey Lambert

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>			X		X 12/9
a. Gestational age	X				
-EDC/LMP	X				
- Ballard's Scoring	X				
1. Physical					
2. Neurological					
<b>b. Physical assessment</b>					X 12/9
- Integumentary			X		X
- HEENT	X				X
- Respiratory			X		X
- Cardiovascular			X		X
- Gastrointestinal			X		X
- Genitourinary			X		X
- Musculoskeletal			X		X
- Neurological			X		X
<b>c. Behavioral Assessment</b>					
- Neonatal	X				
abstinence					
scoring					
<b>d. Pain Assessment</b>					X 12/9
- NPASS/FLAC		X			X 12/9
- NPASS sedation	X				X 12/9
<b>e. Vital signs</b>			X		X
<b>f. Apgar scoring</b>	X				X 12/9
<b>II. Medication</b>					X 12/9
a. Per ore			X		X 12/9
b. NGT/OGT			X		X
c. Topical	X				
d. IM-Vastus lateralis			X		X 12/22
e. Rectal	X				
f. Nasal	X				X 12/10
g. Ophthalmic	X				X 12/9
h. IV/Central line		X	X		X 12/9
i. Calculate dosing		X			X 12/9
j. Calculate drips		X			X 12/9
k. Emergency drug sheet	X				X 12/9
<b>III. Care management</b>					X
a. IVF/CVL			X		
1. UVC	X				
2 UAC	X		X		X 12/23
- Change of fluids				X	X 12/10
- Transducer maintenance & calibration/level	X				X 12/10
- Transducer set up	X		X		X 12/9
- Blood collection			X		X 12/10
3. PICC	X				
4. BROVIAC	X				
5. Peripheral arterial line	X				
- Clave change	X			X	X 12/10
- Dressing change	X			X	X 12/10
- Adm. of TPN	X				
- Adm. Lipids	X				
- Assist CVL placement	X			X	X 12/10
<b>IV. Chest Tubes Mgt.</b>					
- Check MD orders	X				

	non	CPE	indep.	supervised	preformed
- Phototherapy	X				
a. Billlight care	X				
b. Check transcutaneous Bilirubin	X				
c. Check Billlight distance	X				
X. Documentation					
- Timely			X		12/9
- Accurate			X		1
- Correct abbrev't			X		
- Process	X				
a. Admission					
d. Discharge					
e. Transfer					12/9
f. Teaching					X
g. Assessment					X
h. Vital signs			X		X
XI. Collaborative Communication					
- Referrals		X		X	
- SBAR		X		X	
- Physician		X		X	
- Pharmacy		X			X
- Diagnostic	X			X	12/9
- Respiratory	X				X
- Case manager	X				X
- Chaplain	X				X
XII. Adm/Discharge					
a. Admission					
- Routine adm.	X				
- Small Baby adm	X				
- Bed Preparation	X				
- Unit transport	X				
- Education			X		
b. Discharge				X	12/6
- Newborn screening	X				
- Hearing screening	X				
- CHD screening	X				
- Car seat challenge	X				
- Education	X			X	12/6
XIII. Others					
a. Assist					
- Adm. surfactant	X				
- Intubation	X				
- Eye exam	X			X	1/16
b. Participate in code team	X			X	1/16/12/22
c. Observe					
- NSDelivery	X				
- Ceasarian section	X				
d. Practice Infection control protocols			X		X
e. Prep for pre-op	X			X	12/9
f. Post op mgt.	X			X	1/20
g. Monitoring					
- ICP	X				
- EVD	X				

Student Name (print): Lindsay Lambert

Student Signature: [Signature]

Clinical Unit: PCU

Date: 1/20

Preceptor: Lauren A