Covenant School of Nursing

Print Student Name: Vanessa Pizaña **Clinical Week #** 7-9
Unit: PIV - ED

Clinical Preceptorship Attendance Policy

LVN-RN Track CSON

You must complete **192 hours** with your preceptors. The goal is to transition from the student nurse to the RN role by working **12-hour shifts.**

- The time prior to the shift starting and the time after does NOT count extra. **0645-1915 is simply a 12-hour shift.** If circumstances arise where you are staying later than 30 minutes, please let your faculty advisor know.

- Schedules must be submitted to your assigned **faculty advisor** via LMS drop box, LMS email, or text to your faculty advisor. Notify faculty advisor by text message or phone call of ANY changes to schedule, illness or getting pulled to a different unit. Promptness is expected so faculty is aware of your presence on the unit. **Failure to notify faculty will result in a clinical absence.**

- **Do not** pre-fill your Record of Precepted Clinical Experiences. You need to document your actual time after each shift and have your preceptor sign it.

- Submit a copy of your Record of Precepted Clinical Experiences with both your midterm and final evaluation.

Student Signature: V. Pizaña Date: 2/18/22

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Unit: PIV-ED

Time & Attendance Record of Precepted Clinical Experiences
(To be filled out daily at the end of each shift.)

Date:	Total Hours:	Location:	Preceptor: Print & Signature (Please print legibly)
2/18/22	12	PIV-ED	Print: TM Wong Signature:
2/19/22	12	PIV-ED	Print: TM Wong Signature:
2/20/22	12	PIV-ED	Print: TM Wong Signature:
2/27/22	12	PIV-ED	Print: TM Wong Signature:
			Print: Signature:
			Print: Signature:
			Print: Signature:
			Print: Signature:
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****Important to keep up with and submitted to your advisor****

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LVN-RN Preceptor Appraisal of Student Performance
(Preceptor Completes and Reviews with Student)

1. Please reflect on the student's clinical performance during the capstone preceptorship and rate the following: **[Place a √ in the appropriate box]**

(Graduate Competency-GC)	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. (GC 1)			✓
Student coordinates and develops a plan of care using time management and prioritization. (GC 1 & 3)			✓
Student makes safe clinical decisions. (GC 3)			✓
Student advocates for patient/family rights and quality nursing practice. (GC 4)			✓
Student uses professional, assertive, and collaborative communication. (GC 2, 5, & 6)			✓
Student documents according to agency/unit standards. (GC 2)			✓
Student develops teaching/learning strategies to meet patient/family needs. (GS 3 & 7)			✓
Student assumes a leadership role in clinical practice. (GC 6)			✓
Student is self-directed and demonstrates an interest in learning. (GC 8)			✓

2. What do you think are the student's personal strengths? Vanessa has proven to be clinically competent and knowledgeable in her time in the Emergency Department. She's motivated and takes initiative with minimal guidance. We have been happy to have her working with us in the Emergency Department and I believe she is capable of independent practice without much more orientation.

3. What have you identified as an opportunity for improvement for the student?
I wish we had had more time to allow Vanessa to practice more independently as I feel she would do well. I hope that once she completes her training she might be able to spend more time in the Emergency Room.

Preceptor Print & Sign: T M Weary / [signature] Date: 2/28/22
Student signature: V Pizaña Date: 2/28/22

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Unit: PIV-ED

LVN-RN PRECEPTORSHIP: STUDENT SELF-EVALUATION

1. Please reflect on your performance during the LVN-RN preceptorship and rate yourself on the following:

[Place a √ in the appropriate box]

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

2. What do you think are your personal strengths?
Taking my confidence to me when entering the ED. I was nervous the first day but still took initiative in all I could do to learn and increase my knowledge.

3. What have you identified as a personal opportunity for improvement?
I would have liked to experience care for a trauma pt and seeing the quick timing in team work to giving the best care in a timely manner.

Student Signature: VPizaña **Date:** 2/27/22

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Unit: PIU-ED

EVALUATION OF PRECEPTOR BY STUDENT

Name of Preceptor: Mike Wong, RN Clinical Unit: PIU-ED

Please rate your preceptor on each statement 1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Superb	**Rating** **Please circle one**				
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)
Give 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?
I enjoyed being with Mike. He always makes sure you are comfortable c̄ an intervention before entering a room. He breaks down into details & labs of what can be affected & why by a diagnosis the patient has in their hx.

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

Student Signature: VPizaña Date: 2/27/22

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