

**Instructional Module \*: Capstone Precepted Clinical Experience Skills Check list**

**Critical Care Unit: Adult (MICU,SICU,CICU, [redacted])**

**Purpose:** This inventory of required skills is to be completed : 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>1. Assessment</b>					
a.Vital signs			X		X
b.Neurological			X		X
c.Respiratory			X		X
d.Cardio-vascular			X		X
e.Gastrointestinal		X			X
f.Neuro-vascular		X			X
<b>2. Documentation</b>					
a.Assessment					X
b.Vital signs					X
c.Admission				X	
d.Discharge				X	
e.Transfer				X	
<b>3. Collaborative Communication</b>					
a.SBAR		X		X	
b.Case Mgt.					
c.Physician			X	X	
d. Pharmacy					X
e. Diagnostic			X		
f. Respiratory			X		
g.Pt/OT					
h. Chaplain					
<b>4. Medication</b>					
a. PO			X	X	
b.IVPB			X	X	
c.IM			X		
d.IV push			X	X	
e. Subcutaneous			X	X	
f. Intradermal					
g.Tube feeding			X	X	
h.Topical				X	
i. Nasal			X		
j. Rectal					
<b>5. Central lines &amp; PICC</b>					
a. Med.admin.			X	X	
b.Blood draw			X	X	X
c.Dressing change		X		X	
d.Clave change					
e.Monitoring					X
f. Removal				X	
<b>6. Cordis (PA)</b>					
a. Dressing change				X	
b. Removal					
<b>7. Drainage (CT, GTube, JP, &amp; rectal tubes)</b>					
a. Monitoring			X	X	
b. Measure output				X	
c. Collect output					
d. Dressing change					
e. Removal					
<b>8. Tube feedings (NGT/DHT/OGT)</b>					

e. Sepsis protocol					
f. Pre-Op care					
g. Post-Op care					
h. Transfer					
i. Huddle					
<b>19. Code Blue</b>			X		
a. Observe			X		
b. Participate			X		
<b>20. Others</b>					
a.					
b.					
c.					
d. Pre/post op CS					
e.					

Student Name (Print): *Hannah Hammonds*

Student Signature: *Hannah Hammonds*

Clinical unit: *CICU*

Preceptor: *Jill Ellison*

Date: *10/3/22*

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
9/1/22	12 hrs	CICU	JM Wilson, RN
9/2/22	12 hrs	CICU	JM Wilson, RN
9/5/22	12 hrs	CICU	JM Wilson, RN
9/8/22	12 hrs	CICU	JM Wilson, RN
9/12/22	12 hrs	CICU	JM Wilson, RN
9/15/22	12 hrs	CICU	JM Wilson, RN
9/26/22	12 hrs	CICU	JM Wilson, RN
9/29/22	12 hrs	CICU	JM Wilson, RN
10/2/22	12 hrs	CICU	JM Wilson, RN
10/3/22	12 hrs	CICU	JM Wilson, RN

Preceptor's Signature JM Wilson, RN

Preceptor's Signature rdunagan, RN

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

Student: Hannah Hammonds

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

Final: 10/3/22

Unit: CICU

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 checked="" type="radio"/>	<input type="radio"/>
Student assumes a leadership role in clinical practice. (GC 8)	<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?

critical thinking, safe practice, compassion, enthusiasm/desire to learn, asks questions,

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

Continue to experience to improve skills, teaching, and critical thinking

Preceptor Signature: Jill Williams Date: 10/3

Student Signature: Hannah Hammonds Date: 10/3/22

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Hannah Hammonds UNIT: CICU Preceptor: Jill Ellison

<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. learning opportunity - BRILINTA</li> <li>2. discharge home</li> <li>3. teamwork - Pt deterioration</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. navigating EPIC</li> <li>2. fine motor skills during IV med admin.</li> <li>3. advancing Foley catheter</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Zeroing art line</li> <li>2. Central line/art. line placement</li> <li>3. guardrail med. y into central line</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 9/11/22 <u>H. Hammonds</u> Student <u>HH</u></p> <hr/> <p><u>J. Ellison</u> Preceptor <u>J</u></p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. learning opportunity MILRINONE</li> <li>2. CHF fluid restrictions</li> <li>3. Inpatient dialysis</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. dealing w/ family &amp; visitors</li> <li>2. charting speed</li> <li>3. encourage pt to work on what they can do</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Sacral wound care</li> <li>2. IV dressing change</li> <li>3. using Hoyer mat for pt transfer</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 9/15/22 <u>H. Hammonds</u> Student <u>HH</u></p> <hr/> <p><u>J. Ellison</u> Preceptor <u>J</u></p>
---	---	--	---

<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Transfer from different unit</li> <li>2. Palliative consults</li> <li>3. Pt. comfort &amp; presentable room set up</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Charting assessments</li> <li>2. grabbing enough supplies</li> <li>3. Communicating that I helped</li> </ol> <p><b>Skills observed &amp; performed: chart on pt.</b></p> <ol style="list-style-type: none"> <li>1. Dial care</li> <li>2. IV med. administration</li> <li>3. hooking up pt to monitors</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 9/12/22 <u>H. Hammonds</u> Student <u>HH</u></p> <hr/> <p><u>J. Ellison</u> Preceptor <u>J</u></p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. CRRT</li> <li>2. balance b/w pulling fluid &amp; straining BP</li> <li>3. AVAPS</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Critical thinking - meds proximal ports</li> <li>2. helping family navigate</li> <li>3. titrating pressors</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. blood draw CRRT access line</li> <li>2. changed dialysate bags</li> <li>3. Set up Suction</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> <u>H. Hammonds</u> Student <u>HH</u></p> <hr/> <p><u>J. Ellison</u> Preceptor <u>J</u></p>
--	---	--	---

<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. New onset bradycardia</li> <li>2. Admission - Alcohol detox</li> <li>3. Monitoring trends in bloodwork</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Charting hourly IV solutions/meds</li> <li>2. Check bubble placement in Lovenox</li> <li>3. Pt teaching/nursing out loud</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Peripheral IV blood draws</li> <li>2. IV push ROCEPHIN</li> <li>3. IV push Ativan</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 9/12/22 H. Hammonds Student HHH</p> <p>J. Ellison Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Intubated pt care</li> <li>2. Airborne/neutropenic precautions</li> <li>3. restraints</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Remembering to place restraints higher on wrist</li> <li>2. drawing blood art line</li> <li>3. grouping care to promote pt rest</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. OG tube meds</li> <li>2. Oral care (intubated pt)</li> <li>3. central line dressing change</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 9/29/22 H. Hammonds Student HHH</p> <p>J. Ellison Preceptor</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Chest tube placement</li> <li>2. Chest tube output monitoring</li> <li>3. drug addict Pts</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. neuro assessments confident</li> <li>2. talking to family on phone</li> <li>3. encouraging stubborn Pts</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. PEG tube feeding</li> <li>2. PEG tube medications</li> <li>3. IV morphine through PICC</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 9/15/22 H. Hammonds Student HHH</p> <p>Pharmaceutical Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. D10/insulin drips</li> <li>2. Titration</li> <li>3. Pancreatitis pain management</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. VTBI w/ bag change</li> <li>2. low volume slow IV push</li> <li>3. follow up w/ labs &amp; reassessments</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. POC glucose</li> <li>2. central line blood draw</li> <li>3. IV K+ &amp; mg+</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/2/22 H. Hammonds Student HHH</p> <p>J. Ellison Preceptor</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Peritoneal dialysis</li> <li>2. trending lab results</li> <li>3. Preparing pt for discharge/cont. care</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Pt teaching at pt level of understanding</li> <li>2. documenting food intake</li> <li>3. communicating w/ language barriers</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. LOVENOX - sub Q injection</li> <li>2. IV push antibiotics - cefepime</li> <li>3. peripheral IV blood draw (K+)</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 9/16/22 H. Hammonds Student HHH</p> <p>J. Ellison Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. D10/insulin drips</li> <li>2. Dementia pts sundowning</li> <li>3. Pancreatitis pain management</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. checking IV solutions to request pharmacology</li> <li>2. Providing other nonpharmacological interventions</li> <li>3. calming Pts down w/ anxiety</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Emptied Pleurx drain</li> <li>2. POC glucose</li> <li>3. central line blood draw</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/3/22 H. Hammonds Student HHH</p> <p>J. Ellison Preceptor</p>

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 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 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 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?

Making connections w/ my patients; double checking the tasks that I have performed; taking initiative to get things done

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

Teaching pts about their care & nursing out loud; trusting my intuition & not second guessing myself; critically thinking about what to do when I feel stuck

Student Signature: Amarie Hammond

Date: 10/3/22

### Evaluation of Preceptor by Student

Name of Preceptor: Jill Ellison Clinical Unit: CCU

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?

She was very patient w/ me. She explained the reason behind everything we were doing & things to watch for. Answered all my questions (even if they were stupid). Let me figure things out myself w/ close observation & gave helpful advice/tips when struggling.

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

I do not feel there was anything that needed change/improvement. She was a wonderful teacher/mentor/preceptor!

Student Signature: Hannah Hammonds Date: 10/3/22