

Instructional Module 8: Capstone Precepted Clinical Experience Skills Check list
 Emergency Unit clinical skill (ills Adult, Pedi)

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 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. Triage Assessment			X		10/29
a. Vital signs			X		10/29 JT
b. Head-to Toe			-X		10/29 JT
c. Home medication	X				10/29 JT JT
d. Triage categories	X				10/29 JT JT
e. Documentation	X				10/29 JT JT
2. Medication					
a. PO		X			11/2 JT
b. IVPB		X			11/2 JT
c. IM		X			#
d. IV push		X			11/2 JT
e. IM		X			
f. Subcutaneous		X			11/2 JT
g. Intradermal		X			
h. Topical		X			
i. Nasal		X			
j. Rectal	X	X			
3. Peripheral IV					
a. Initiate			X		X 11/2 JT
b. Monitor			X		X 11/2 JT
c. Blood draw			X		X 11/2 JT
d. Removal			X		X 11/2 JT
4. Oxygen Therapy					
a. Nasal Cannula			X		10/29 JT
b. Face Mask			X		11/4 JT
c. High flow	X				
5. Urinary Catheter					
a. Insertion		X			11/10 JT
b. Collect specimen			X		11/11 BF
c. Monitoring			X		11/10 JT
d. Removal			X		11/5 JT
6. Blood sugar test					
a. Use of glucometer			X		11/2 JT
b. Finger stick			X		11/2 JT
c. Heel stick			X		
7. Gastric Tube (NGT, OGT, PEG)					
a. Insertion	X				
b. Gavage	X				
c. Flushing			X		
d. Medication		X			
e. Initiate feeding	X				
f. Check residual	X				
g. Removal	X				
8. Drainage (CT & Rectal tube)					
a. Measure output	X				
b. Collect output	X				

c. Monitoring	X				
d. Removal	X				
9. Ostomy					
a. Measure output	X				
b. Skin care	X				
c. Change bag		X			
d. Monitor			X		
9. Documentation					
a. Admission	X				11/11 BF
b. Assessment	X				11/11 BF
c. Vital signs	X		X		11/11 BFE
d. Discharge	X				11/11 BFE
e. Transfer	X				11/11 BFE
10. Collaborative Communication					
a. SBAR		X			11/3 JT
b. Case Mgt.	X				11/8 BF
c. Physician	X				11/2 JT
d. Pharmacy	X				11/17 RS
e. Diagnostic	X				
f. Respiratory	X				11/10 JT
g. Chaplain	X				11/20 RS
h. Child life	X				
i. SANE	X				
j. Security	X				11/5 JT
11. Unit Routines					
a. Massive BT	X				
b. Sepsis protocol	X				11/5 JT
c. Stroke Protocol	X				11/10 JT
d. Chest pain protocol	X				10/29 JT
e. Suicidal ideation	X				X 10/29 JT
f. Child/adult abuse	X				10/10 JT
g. Referral to Hosp.	X				
h. Admission	X				10/28 JT
i. Discharge	X				10/28 JT
j. Transfer	X				10/28 JT
12. Patient education					
a. Medication		X			X 10/29 JT
b. Safety		X			X 11/2 JT
c. Diet		X			X 11/2 JT
d. Activity		X			11/11 BF
e. Follow-up	X				11/11 BF
f. Community resources		X			11/11 BF
13. Test					
a. Strep test	X				10/29 JT
b. Flu test	X				10/29 JT
c. Alcohol level	X				11/11 BF
d. Drug test	X				11/3 JT
14. Code Blue					
a. Observe	X				
b. participate	X				
15. Others					
a.					
b.					

c.					
d.					
e.					

Student Name (PRINT) Rachel Myers

Student Signature Rachel Myers

Clinical unit: AED

Preceptor: [Signature] / Regan

Date: 11/20/22

Student: Rachel Myers

Midterm: _____

Final: _____

Unit: AED

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 checked="" type="radio"/>	<input 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 8)	<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 type="radio"/>	<input checked="" type="radio"/>

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

takes initiative, is both willing and eager to help not just myself but other nurses with tasks and patient care, knowledgeable in regards to disease processes and treatment, communicates well with staff, patients, + pt family. will do well in the ED

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

Keep working on skills and be confident in your abilities. 😊

Preceptor Signature: [Signature] Date: 11/20

Student Signature: [Signature] Date: 11/20

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Shadell Myers UNIT: ED Preceptor: Josh Teaff

<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> <p>1. Team work-Rapid response</p> <p>2. learning opportunities -Staph infection</p> <p>3. Post op admission</p> <p>Areas to improve:</p> <p>1. Assessment</p> <p>2. Anticipation of patient needs</p> <p>3. working on skills on Blood draw</p> <p>Skills observed & performed:</p> <p>1. NGT insertion</p> <p>2. Orthostatic vital sign</p> <p>3. Trach suctioning</p>		<p>Date/Initial</p> <p>=Student</p> <p>= Preceptor</p> <p>Date:</p> <p>10/23/2018</p> <p><u>E. Hamilton</u></p> <p>Student</p> <hr/> <p><u>A. Santos</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. willing to always help.</p> <p>2. Takes initiative</p> <p>3. IV placement</p> <p>Areas to improve:</p> <p>1. Cont. work on skills (IV)</p> <p>2. Critical thinking (why each med given)</p> <p>3. Pt teaching</p> <p>Skills observed & performed:</p> <p>1. Placed IV</p> <p>2. EKG</p> <p>3. IVP med</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p>	<p>Highlights:</p> <p>1. Straight cath (Female)</p> <p>2. Bych Pt</p> <p>3. Blood draw</p> <p>Areas to improve:</p> <p>1. Time management</p> <p>2. IVs</p> <p>3. ask questions</p> <p>Skills observed & performed:</p> <p>1. Foley placement (male)</p> <p>2. PO meds given</p> <p>3. Blood glucose</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date:</p> <p>11/3</p> <p><u>RM</u></p> <p>Student</p> <hr/> <p><u>RM</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. Foley placement</p> <p>2. straight cath (female)</p> <p>3. Drew blood cultures</p> <p>Areas to improve:</p> <p>1. Sk. 715</p> <p>2. Cont. learning "why" you are doing task</p> <p>3. Learn to understand ECG (AFib)</p> <p>Skills observed & performed:</p> <p>1. SQ injection</p> <p>2. Foley placement</p> <p>3. straight cath (female)</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p>	<p>Highlights:</p> <p>1. learning of: volume overload</p> <p>2. Pt on High flow</p> <p>3. Transported to MICU</p> <p>Areas to improve:</p> <p>1. Critical thinking (which meds)</p> <p>2. Pt communication</p> <p>3. Skills</p> <p>Skills observed & performed:</p> <p>1. IVPB med</p> <p>2. EKG</p> <p>3. SQ injection</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date:</p> <p>11/4</p> <p><u>RM</u></p> <p>Student</p> <hr/> <p><u>RM</u></p> <p>Preceptor</p>

<p>Highlights:</p> <ol style="list-style-type: none"> 1. Pt on STI (treatment) 2. Pt on possible sepsis 3. Calcium replacement protocol <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV Placement 2. Pt education 3. Learn to identify "SVT" <small>seek knowledge on free time or ask staff</small> <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. vital signs 2. straight stick 3. EKG 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/5</p> <hr/> <p>Student</p> <p>RM</p> <hr/> <p>Preceptor</p> <p>[Signature]</p>	<p>Highlights: GI bleed :-</p> <ol style="list-style-type: none"> 1. PT given TPA 2. PT given TPA 3. MRI checklist <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV skills 2. SKILLS 3. Pt education <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV Placement 2. hung IV fluids 3. Blood transfusion 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/10</p> <hr/> <p>Student</p> <p>RM</p> <hr/> <p>Preceptor</p> <p>[Signature]</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Pushed intubation meds 2. helped eye assessment 3. Pt BP dropped to 60s/40s <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. SKILLS 2. IV skills 3. Learn to identify "sepsis" <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Male straight cath 2. removed IV 3. got urine sample 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/11</p> <hr/> <p>Student</p> <p>RM</p> <hr/> <p>Preceptor</p> <p>[Signature]</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. stroke protocol 2. COVID PT 3. 87yo pt on broken hip <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Get stroke packet here and learn times 2. Pt education 3. IV Placement <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Admin inhaler 2. Assess blood sugar 3. Placed IV 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/12</p> <hr/> <p>Student</p> <p>RM</p> <hr/> <p>Preceptor</p> <p>[Signature]</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Allergic reaction 2. T12 compression fracture → numb legs 3. Pt alcohol level 383 <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV 2. EKG identification 3. learn to recognize DKA <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV 2. straight stick 3. EKG 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/17</p> <hr/> <p>Student</p> <p>RM</p> <hr/> <p>Preceptor</p> <p>[Signature]</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Covid pts X 2 2. watched unsterile straight cath. 3. Pt on unknown pregnancy <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV skills 2. Pt education 3. Time management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV 2. EKG 3. Assess blood sugar <p>Assess blood sugar</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/20</p> <hr/> <p>Student</p> <p>RM</p> <hr/> <p>Preceptor</p> <p>[Signature]</p>

Rachel Myers

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
10/28	0645-1915	AED	[Signature]
10/29	0645-1915	AED	[Signature]
11/2	0645-1915	AED	[Signature]
11/3	0645-1915	AED	[Signature]
11/4	0645-1915	AED	[Signature]
11/5	0645-1915	AED	[Signature]
11/10	0645-1915	AED	[Signature]
11/11	0645-1915	AED	[Signature]
11/12	0645-1915	AED	[Signature]
11/17	0645-1915	AED	[Signature]
11/20	0645-1915	AED	[Signature]

Preceptor's Signature

[Signature]

Preceptor's Signature

[Signature]

Evaluation of Preceptor by Student

Name of Preceptor: Regan Shockley Clinical Unit: AED

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 challenges me to critically think

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

nurse outloud so I knew what your thought process is for pts

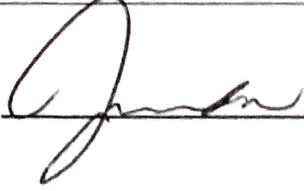
Student Signature: *Pushal Myers* Date: 11/20

Instructional Module 8: Preceptor Orientation Checklist

Day 1

Student Name: Rachel Myers Date: 10/28
Preceptor: Joshua Teaff

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: 10/28