

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
10/24	12hr	CMC - SU	F. Padilla RN
10/28	12hr	CMC - SU	J. W. [Signature]
11/03	12hr	CMC - SU	F. Padilla RN
11/04	12hr	CMC - SU	J. W. [Signature]
11/07	12hr	CMC - SU	J. W. [Signature]
11/14	12hr	CMC - SU	F. Padilla RN
11/15	6hr	CMC - SU	F. Padilla RN
11/16	6hr	CMC - SU	F. Padilla RN
11/22	12hr	CMC - SU	J. W. [Signature]
11/23	12hr	CMC - SU	J. W. [Signature]
12/01	12hr	CMC - SU	F. Padilla RN

Preceptor's Signature Jamie W. [Signature]

Preceptor's Signature F. Padilla RN

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Tammie Whitt

Student: Kristen Parker UNIT: SU

Preceptor: Ferin Padilla

<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> <ol style="list-style-type: none"> 1. Team work-Rapid response 2. learning opportunities -Staph infection 3. Post op admission <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Assessment 2. Anticipation of patient needs 3. working on skills on Blood draw <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. NGT insertion 2. Orthostatic vital sign 3. Trach suctioning 		<p>Date/Initial =Student = Preceptor</p> <p>Date: 10/23/2018</p> <p><u>E. Hamilton</u> Student</p> <hr/> <p><u>A. Santos</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. admission 2. discharge 3. blood draw <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. blood draws 2. time management 3. report <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. blood draw 2. foley removal 3. medication admin 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/24</p> <p><u>K Parker</u> Student</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Personal 2. Go Getter 3. Easy transition <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Communication 2. time management 3. be more assertive <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. giving report 2. blood transfusion 3. med admin 	<p>Date/Initial =Student =Preceptor</p> <p>Date:</p> <p><u>10/24</u> Student</p> <hr/> <p><u>K Parker</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. admission 2. discharge 3. IV insertion <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Prioritizing 2. Planning day out. 3. be outspoken <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV insertion 2. bucks traction 3. patient education 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 11/03</p> <p><u>K Parker</u> Student</p> <hr/> <p><u>FP</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. death 2. team work - ^{CM} meeting 3. charge nurse <p>Areas to improve: experience</p> <ol style="list-style-type: none"> 1. CN organization 2. working on skills - ^{IV} 3. phone communication ^{w/ DR} <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV insertion 2. post mortem care 3. CM meeting 	<p>Date/Initial =Student =Preceptor</p> <p>Date: 11/04</p> <p><u>K Parker</u> Student</p> <hr/> <p><u>FP</u> Preceptor</p>

<p>Highlights:</p> <ol style="list-style-type: none"> 1. discharge 2. admission 3. blood draw <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. team communication 2. taking a break (everyone needs) 3. Downtime chatting <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. wound care 2. blood draw 3. stool specimen 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/07</p> <p><u>K Porter</u> Student</p> <hr/> <p><u>FP</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. wound culture 2. Blood culture 3. Blood draw from index finger <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. calling the doctor 2. critical thinking 3. diabetes foot knowledge <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. wound swab, care 2. Blood cultures 3. medication administration 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/14</p> <p><u>K Porter</u> Student</p> <hr/> <p><u>FPadilla</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Report called to transfer facility 2. watched wound care 3. transfer, postops <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. time management 2. confidence 3. Be personable with patient <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. SBAR communication 2. pulse levage 3. purr wick 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/14 + 11/15</p> <p><u>K Porter</u> Student</p> <hr/> <p><u>FP</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. IV start 2. Postop 3. Learning new disease process <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. IV Skill 2. giving pt education 3. getting consents <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV insertion 2. med admin - insulin 3. Postops 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/22</p> <p><u>K Porter</u> Student</p> <hr/> <p><u>FP</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Adm Blood 2. Blood draw 3. Blood documentation <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Blood draw skills 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/23</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. pin site care 2. sublingual meds 3. post ops, central line blood draw <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Covid swab 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 12/01</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 2. DM Education 3. conflict resolution <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. dressing change 2. Blood admin 3. Blood draw 	<p><u>K Porter</u> Student</p> <hr/> <p>Preceptor <u>FP</u></p>	<p>Highlights:</p> <ol style="list-style-type: none"> 2. communication 3. documenting orders <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. pin site care 2. post ops 3. medication administration 	<p><u>K Porter</u> Student</p> <hr/> <p><u>FP</u> Preceptor</p>

Column1	Column2	Column3	Column4	Column5	Column11
Instructional Module 8 : Capstone Precepted Clinical Experience Skills Checklist					
Medical -Surgical, Antepartum & Mom/Bab Baby/pediatrics/Staffing					
Purpose: This inventory of required skills is to be completed : Orientation, Midterm & 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
1. Assessment					
a. Vital signs			X		X
b. Neurological		X			X
c. Respiratory			X		X
d. Cardiovascular			X		X
e. Gastro intestinal			X		X
f. Neuro-vascular			X		X
2. Documentation					
a. Assessment			X		X
b. vital signs			X		X
c. Admission		X		X	
d. Discharge		X		X	X
e. Transfer	X				
3. Collaborative Communication					
a. SBAR		X		X	
b. Case Mgt	X				X
c. Physician		X			X
d. Pharmacy		X			X
e. Diagnostic		X		X	
f. Respiratory		X		X	
g. PT/OT			X		X
4. Medication					
a. PO			X	X	X
b. IVPB			X	X	X
c. IV push			X	X	X
d. Topical			X	X	X
e. Tube feeding	X			X	
f. IM			X	X	
g. Subcutaneous			X	X	X
h. intradermal	X			X	
i. Nasal			X		
j. Rectal		X			
5. CVL & PICC					
a. Med. admin			X		X
b. Blood draws			X		X
c. Dressing change		X			X
e. Clave change		X			X
6. Drainage					
a. Removal	X				X
b. Dressing change	X				X
e. Monitoring		X			X
7. Tube feedings					
a. Insertion	X				
b. Removal		X			
c. Checking residual			X		
d. Feeding			X		
e. Monitoring			X		
8. Urinary catheter					
a. Insertion			X		X
b. Removal			X		X
c. Collect specimen			X		X
9. Blood sugar test					
a. Operate glucometer			X		X
b. Blood draw			X		X
c. finger stick			X		X
d. Heel stick			X		
10. Isolation Precautions					

a. Contact			X		X
b. Droplet			X		X
c. Neutropenic			X		
d. Airborne			X		
11. Dressing Change					X
a. Incision			X		X
b. Wound			X		X
c. Pressure Ulcer			X		X
12. Periphera IV					
a. Initiate	X				X
b. Maintenance			X		X
c. Removal			X		X
13. Patient Education					
a. Medication		X			X
b. Safety			X		X
c. Wound care		X			X
d. Diet			X		X
e. Activity			X		X
f. Clinic follow-up	X			X	
14. Ostomy					
a. Measure output			X		X
b. Change bag			X		X
c. Skin care			X		X
d. Monitoring			X		X
15. Oxygen Therapy					
a. Nasal Cannula			X		X
b. Venturi Mask			X		
c. BIPAP			X		
d. Weaning Oxygen			X		X
16. Unit Routines					
a. Admission		X			X
b. Discharge		X			X
c. Transport	X				X
e. Blood transfusion		X		X	
f. Sepsis protocol		X		X	
g. MEWS			X		X
h. Rapid Response	X				
i. Transfer	X				X
j. Huddle			X		X
17. OB-GYN	X				
a. Stress test	X				
b. Post NSD care	X				
c. Newborn screening	X				
d. Pre/post CS care	X				
e. Magnesium Mgt.	X				X

Student Name (Print): Kristen Parker

Student Signature: KParker

Clinical Unit: SU

Preceptor: FP Fern Padilla

Date: 12/01/22

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I coordinate and develop a plan of care using time management and prioritization. (GC 1 & 3)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make safe clinical decisions. (GC 3)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I advocate for patient/family rights and quality nursing practice. (GC 4)	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I develop teaching/learning strategies to meet patient/family needs. (GC 3 & 7).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assume a leadership role in clinical practice. (GC 6)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am self-directed and demonstrate an interest in learning. (GC 8)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What do you think are your personal strengths?

I think my personal strengths are documentation and time management

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

I think I could improve on teaching and communication the most. While I made significant improvements, there is always more room for improving.

Student Signature: K. P. Keller Date: 12/01/22

Evaluation of Preceptor by Student

Name of Preceptor: Tammie Whitt Clinical Unit: SL

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 <u>4</u> 5
Clearly specifies what I am expected to know and do during the training period	1 2 3 <u>4</u> 5
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 <u>4</u> 5
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>
Teaches 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?

Tammie was very willing to help me get as many learning opportunities as possible

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

No, she was a great preceptor and I enjoyed working with her

Student Signature: [Signature] Date: 11/28/22

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

Student: Kristen Parker

Midterm: _____

Final: 11/23/22

Unit: SL

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 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 will be a great nurse for us. We are ready for her to start.

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

Preceptor Signature: 

Date: 11/23/22

Student Signature: K Parker

Date: 11/23/22

Evaluation of Preceptor by Student

Name of Preceptor: Ferin Padilla Clinical Unit: SL

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 <u>4</u> 5
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 4 <u>5</u>
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 4 <u>5</u>

1. What did you like best about your preceptor?

Ferin was very kind and helped me improve on my skills and care overall.

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

NO, she is a great preceptor and gave me many learning oppertunities.

Student Signature: K Parker Date: 12/01/22

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

Student: Kristen Parker

Midterm: _____

Final: 12/01/22

Unit: SLU

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 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?

Very smart, great team worker!

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

Preceptor Signature: F. Padilla RN Date: 12/01/22

Student Signature: K. Parker Date: 12/01/22