

### Evaluation of Preceptor by Student

Name of Preceptor: Jill Ellison Sheila Tono 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 <b>5</b>
Stimulates me to learn independently	1 2 <b>3</b> 4 5
Allows me autonomy appropriate to my level/ experience/ competence	1 2 3 <b>4</b> 5
Organizes time to allow for both teaching and care giving	1 2 3 4 <b>5</b>
Offers regular feedback (both positive and negative)	1 2 <b>3</b> 4 5
Clearly specifies what I am expected to know and do during the training period	1 <b>2</b> 3 4 5
Adjusts teaching to my needs (experience, competence, interest, etc.)	1 2 3 4 <b>5</b>
Asks questions that promote learning (clarifications, probes, Socratic questions, reflective questions, etc.)	1 2 <b>3</b> 4 5
Gives clear explanations/reasons for opinions, advice, or actions	1 2 3 <b>4</b> 5
Adjusts teaching to divers settings (bedside, charting, nurses station, etc.)	1 2 3 4 <b>5</b>
Coaches me on my clinical/ technical skills (patient history, assessment, procedural, charting)	1 2 3 <b>4</b> 5
Incorporates research data and/or practice guidelines into teaching	1 <b>2</b> 3 4 5
Teaches diagnostic skills (clinical reasoning, selection/interpretation of tests, etc.)	1 2 <b>3</b> 4 5
Teaches effective patient and/or family communication skills	1 2 <b>3</b> 4 5
Teaches principles of cost-appropriate care (resource utilization, etc.)	<b>1</b> 2 3 4 5

1. What did you like best about your preceptor?

Very friendly/approachable. Created a great environment for me to feel comfortable learning in.

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

Communication was sometimes misleading and could have been more clear. Overall very great/grateful that she agreed to take me on for the last half of my preceptorship!

Student Signature: Julia King Date: 12/5/22

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

Student: Julia King

Midterm: ✓

Final: ✓

Unit: CCU

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 checked="" type="radio"/>	<input type="radio"/>
Student coordinates and develops a plan of care using time management and prioritization. (GC 1 & 3)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student makes safe clinical decisions. (GC 3)	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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?

Julia is very attentive in caring for her patients. She is very appreciative of things. Very nice to work with!

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

Time management

Preceptor Signature: [Signature] Date: 12/4/22

Student Signature: [Signature] Date: 12/4/22

Julia King



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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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?

Empathy, critical thinking, patient advocacy, passion

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

Time management, skills, critical thinking

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

*Julia King*

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

12/5/22

Julia

Instructional Module \*: Capstone Precepted Clinical Experience Skills Check list  
 Critical Care Unit: Adult (MICU,SICU,CICU,PICU)

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				X
b.Vital signs			X		X
c.Admission	X			X	
d.Discharge	X			X	
e.Transfer	X			X	
<b>3. Collaborative Communication</b>					
a.SBAR		X		X	X
b.Case Mgt.	X			X	X
c.Physician	X				X
d. Pharmacy	X			X	
e. Diagnostic	X			X	
f. Respiratory	X				X
g.Pt/OT	X			X	
h. Chaplain	X				X
<b>4. Medication</b>					
a. PO			X		X
b.IVPB			X		X
c.IM			X		X
d.IV push			X		X
e. Subcutaneous			X		X
f. Intradermal		X		X	
g.Tube feeding	X				X
h.Topical			X		X
i. Nasal	X				X
j. Rectal	X			X	
<b>5. Central lines &amp; PICC</b>					
a. Med.admin.			X		X
b.Blood draw		X			X
c.Dressing change		X			X
d.Clave change	X			N/A	
e.Monitoring			X		X
f. Removal	X			X	
<b>6. Cordis (PA)</b>					
a. Dressing change	X			N/A	
b. Removal	X			N/A	
<b>7. Drainage (CT,GTube, JP, &amp; rectal tubes)</b>					
a. Monitoring		X			X
b. Measure output			X		X
c. Collect output	X				X
d. Dressing change	X			X	
e. Removal	X			X	
<b>8. Tube feedings (NGT/DHT/OGT)</b>		X			X

a.Insertion	X			N/A	
b.Removal	X			N/A	
c.Check Residual	X			N/A	
d.Flushing		X			X
e.Initiate Feeding		X			X
f.Monitoring		X			X
<b>9.Urinary Catheter</b>					
a.Insertion			X	X	
b.Removal			X		X
c. Collect specimen		X			X
d.Monitoring			X		X
<b>10.Blood sugar test</b>					
a.Use of Glucometer			X		X
b. Blood draw			X	N/A	
c.Finger stick			X		X
d. Heel stick			X	N/A	
<b>11.Artilines</b>					
a. Blood draw	X			X	
b. Calibration	X			X	
c.Dressing change	X			N/A	
d. Monitor			X		X
<b>12. Tracheostomy/ Endotracheal</b>					
a. Suction		X			X
b. Dressing change		X		X	
c. Check placement		X		X	
d. Monitor		X			X
<b>13.Isolation</b>					
a. Contact			X		X
b. Droplet			X		X
c. Neutropenic	X			N/A	
d.Airborne			X		X
<b>14. Peripheral IV</b>					
a. Initiate			X	N/A	
b.monitor			X		X
c. Removal			X		X
<b>15. Oxygen Therapy</b>					
a. Nasal Cannula			X		X
b. Ventilator A/C	X			X	
c. BPAP		X		N/A	
D. CPAP		X		X	
e.Venturi Mask		X		N/A	
f. Oscillator	X			N/A	
<b>16.Ostomy</b>					
a. Measure output		X		N/A	
b.Change bag		X			
c. Skin care		X			
d. Monitor		X			
<b>17. Patient Education</b>					
a. Medication			X		X
b.Safety			X		X
c.Wound care		X			X
d.Diet		X			X
e.Activity		X			X
f. Newborn care		X		N/A	
<b>18.Unit Routines</b>					
a.Admission	X			X	
b. Discharge	X			X	
c.Transport	X			X	
d. Blood transfusion	X			X	

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

Student Name (Print): *Julia King*  
 Student Signature: *Julia King*  
 Clinical unit: *ICU*  
 Preceptor: *Jill/Sheila*  
 Date: *12/5/22*

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Julia King 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> <p><u>A. Santos</u> Preceptor</p>	
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Rapid admission /assessment</li> <li>2. Orientation to the unit</li> <li>3. Pt. discharge</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Documentation</li> <li>2. Medication teaching</li> <li>3. Pt. Assessments</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Foley insertion</li> <li>2. Med administration</li> <li>3. IV catheter removal</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> <u>10/29/22</u></p> <p>Student <u>JK</u></p> <p>Preceptor <u>JK</u></p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Practicing sterile dressing change</li> <li>2. Documenting more</li> <li>3. Withholding sedation</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. documentation</li> <li>2. IVPB skills</li> <li>3. multi-taking</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Central line dressing change</li> <li>2. GCS assessment</li> <li>3. Draw blood from Arterial line - Intercannula exchange</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> <u>10/30/22</u></p> <p>Student <u>JK</u></p> <p>Preceptor <u>JK</u></p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. CT Scan /pt. transfer</li> <li>2. Med administration (lots of meds!)</li> <li>3. Trach /Vent Care</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Documentation</li> <li>2. Organization /time management</li> <li>3. Med administration /knowledge</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Tube feeding /setup</li> <li>2. Pt Assessments</li> <li>3. Trach care, suctioning</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> <u>10/29/22</u></p> <p>Student <u>JK</u></p> <p>Preceptor <u>JK</u></p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. bronchoscopy</li> <li>2. blood transfusion</li> <li>3. Central line placement</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Pt Assessment</li> <li>2. SBAR</li> <li>3. IVPB meds</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. changing trach inner cannula</li> <li>2. PEB tube feedings</li> <li>3. trach / PEB dressing &amp; site care.</li> </ol>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> <u>11/3/22</u></p> <p>Student <u>JK</u></p> <p>Preceptor <u>JK</u></p>

<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Irm administration</li> <li>2. Prathing IV piggybacks</li> <li>3. trach dressing change</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. documentation</li> <li>2. time management</li> <li>3. Med education/admin</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Med administration</li> <li>2. tube feedings</li> <li>3. oral/trach care</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/12/22</p> <hr/> <p>Student</p> <p><i>JK</i></p> <hr/> <p>Preceptor</p> <p><i>ST</i></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. pt Assessment</li> <li>2. <del>pt</del> helping w/ decessed pt.</li> <li>3. fixing rectal tubes</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. documentation</li> <li>2. pt handoff</li> <li>3. organization</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. tube feeding</li> <li>2. med admin</li> <li>3. Assessment</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>12/1/22</p> <hr/> <p>Student</p> <p><i>JK</i></p> <hr/> <p>Preceptor</p> <p><i>ST</i></p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Extubation</li> <li>2. Removal of trach's line</li> <li>3. Neuro assessments</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Med administration</li> <li>2. time management</li> <li>3. Pt. Report handoff</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. PICC dressing change</li> <li>2. blood draws from CVL</li> <li>3. Inner cannula change</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/13/22</p> <hr/> <p>Student</p> <p><i>JK</i></p> <hr/> <p>Preceptor</p> <p><i>CP</i></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Pre-op checklist</li> <li>2. post-op VS/ protocol</li> <li>3. Oral Care</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. SBAR</li> <li>2. critical thinking</li> <li>3. pt handoff</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. tube feeding</li> <li>2. documentation</li> <li>3. Med admin</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>12/2/22</p> <hr/> <p>Student</p> <p><i>JK</i></p> <hr/> <p>Preceptor</p> <p><i>ST</i></p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. external catheter</li> <li>2. Med admin</li> <li>3. Report given w/ shift change</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. SBAR / report</li> <li>2. documentation</li> <li>3. Critical thinking</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Med admin</li> <li>2. Assessments</li> <li>3. O<sub>2</sub> Intervention</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>11/26/22</p> <hr/> <p>Student</p> <p><i>JK</i></p> <hr/> <p>Preceptor</p> <p><i>ST</i></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. transition to hospice care</li> <li>2. using doppler</li> <li>3. Family interactions</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. pt handoff</li> <li>2. Answering the phone</li> <li>3. communication w/ physicians</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Med administration</li> <li>2. pt handoff</li> <li>3. peripheral neurovascular assessment</li> </ol>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>12/4/22</p> <hr/> <p>Student</p> <p><i>JK</i></p> <hr/> <p>Preceptor</p> <p><i>ST</i></p>

Julia King

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
10/27/22	0640-1920	CICU	J. Williams
10/28/22	0640-1920	CICU	J. Williams
10/30/22	0640-1920	CICU	J. Williams
11/3/22	0640-1920	CICU	J. Williams
11/12/22	0645-1900	CICU	J. Williams
11/13/22	0645-1920	CICU	J. Williams
11/26/22	0640-1900	CICU	J. Williams
12/1/22	0645-1930	CICU	J. Williams
12/2/22	0640-1915	CICU	J. Williams
12/4/22	0645-1915	CICU	J. Williams

Preceptor's Signature \_\_\_\_\_

Preceptor's Signature \_\_\_\_\_