

Covenant  
School of Nursing

Student Name Arian Tagle

Record of Precepted Clinical Experiences

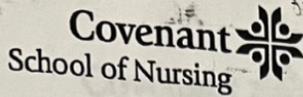
Date	Total Time	Location	Preceptor's Signature
1/15/23	<del>0229</del> 1900	Pedi ED	Mackemy Miss
1/16/23	0236 1900	Pedi ED	Mackemy Miss
1/20/23	0233 1900	Pedi ED	Mackemy Miss
1/23/23	0239 1900	Pedi ED	Mackemy Miss
1/26/23	0227 1900	Pedi ED	Mackemy Miss
1/27/23	0235 1900	Pedi ED	Mackemy Miss
1/28/23	0240 1900	Pedi ED	Mackemy Miss
2/2/23	0232 1900	Pedi ED	Mackemy Miss
2/5/23	0242 1900	Pedi ED	Mackemy Miss
2/6/23	0233 1900	Pedi ED	Mackemy Miss

0229-

①

Preceptor's Signature Mackemy Miss RN

Preceptor's Signature:



Evaluation of Preceptor by Student

Name of Preceptor: Mackenzie Mills Clinical Unit: Pedi Ed

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

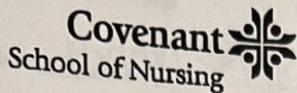
1. What did you like best about your preceptor?

Mack is a great teacher. She explains everything before and after doing it. She gives amazing feedback! I have learned so much from her.

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

The only issue is triage days - but she allowed me to chart on the days I was in triage and this gave me more practice with my charting.

Student Signature: [Signature] Date: 2/16/23



Capstone Preceptorship: Student Self-Evaluation

Finals

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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
I assume a leadership role in clinical practice. (GC 6)	<input type="radio"/>	<input type="radio"/>	<input checked="" 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?

Skills. I am a hands on learner and enjoy P.E.P for the multiple skills I can do.

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

cluster care. PEP has taught me the importance and key of cluster care. ALSO distraction methods! I have learned so many

Student Signature:

Date: 2/16/23

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

Student: Arian Tagle

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

Final: 2/6/23

Unit: PED

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 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?

Arian has been excellent in the PED! she is always staying on task, communicates well with patients, families, and staff, and learns from constructive feedback.

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

Continue to practice skills and assessments as much as possible. You will do great at Adult ED!

Preceptor Signature: Mackenzie Meadows Date: 2/6/23

Student Signature: [Signature] Date: 2/6/23

<p>Highlights: ED Triage</p> <ul style="list-style-type: none"> <li>hypoxia pt.</li> <li>infected wound</li> <li>New onset diabetic</li> </ul> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Parent interaction</li> <li>2. Kid interaction / distraction</li> <li>3. Blank note charting</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. STCP swab</li> <li>2. glucose check</li> <li>3. Vitals vs perage group</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>1/26/23</p> <p>Date:</p> <p>Anant Student</p> <p>M. Mills Preceptor</p>	<p>Highlights: ED Triage</p> <ol style="list-style-type: none"> <li>1. ed triage charting</li> <li>2. Facial rash</li> <li>3. "object" in foot</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. charting - EIO narrator</li> <li>2. asking questions r/t dx</li> <li>3. multi-tasking</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Poison control - called mem</li> <li>2. psy on pt admission</li> <li>3. multiple triage pts.</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/2/23</p> <p>Date:</p> <p>Anant Student</p> <p>M. Mills Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Port access</li> <li>2. Case management for nose</li> <li>3. EMS admission</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. time management</li> <li>2. Assessments / distracting techniques</li> <li>3. charting</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. interpreter</li> <li>2. discharge teaching - alone</li> <li>3. SBAR - transfer</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>1/27/23</p> <p>Date:</p> <p>Anant Student</p> <p>M. Mills Preceptor</p>	<p>Highlights: ED Floor</p> <ol style="list-style-type: none"> <li>1. Port access - hold</li> <li>2. <del>case</del> Multiple pts</li> <li>3. Trauma Level 3</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. cath</li> <li>2. cluster care</li> <li>3. confidence</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. straight cath</li> <li>2. Long Arm Splint</li> <li>3. SBAR - nump</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/5/23</p> <p>Date:</p> <p>Anant Student</p> <p>M. Mills Preceptor</p>
<p>Highlights: ED Triage</p> <ol style="list-style-type: none"> <li>1. Resp. distress pt /</li> <li>2. KT specialist</li> <li>3. Facial fracture / slice of tongue</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. charting assessments</li> <li>2. asking questions r/t dx</li> <li>3. Auity</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Triage assessment +</li> <li>2. Triage charting</li> <li>3. #t + wt on all ages</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>1/28/23</p> <p>Date:</p> <p>Anant Student</p> <p>M. Mills Preceptor</p>	<p>Highlights: ED Floor</p> <ol style="list-style-type: none"> <li>1. sutures</li> <li>2. stone in appendix</li> <li>3. @ wrap injured foot</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. time management</li> <li>2. cluster care</li> <li>3. telemonitor</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. IM injection</li> <li>2. straight cath</li> <li>3. ekg - alone</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/1/23</p> <p>Date:</p> <p>Anant Student</p> <p>M. Mills Preceptor</p>

**Instructional Module 8: Capstone Precepted Clinical Experience Skills Check list**  
 Emergency Unit clinical skills (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 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. Triage Assessment</b>					
a. Vital signs	✓	✓	✓		
b. Head-to Toe		✓	✓	✓ 1/20 mm	✓ 1/20 mm
c. Home medication		✓	✓		
d. Triage categories	✓				
e. Documentation		✓		✓ 1/20 mm	✓ 1/20 mm
<b>2. Medication</b>					
a. PO		✓	✓		
b. IVPB		✓	✓	✓ 1/15	✓ 1/15
c. IM		✓	✓	✓ 1/16 mm	✓ 1/16 mm
d. IV push		✓	✓	✓ 2/16 mm	✓ 2/16 mm
e. IM		✓	✓		
f. Subcutaneous		✓	✓		
g. Intradermal		✓	✓		
h. Topical		✓	✓		
i. Nasal		✓	✓		
j. Rectal		✓	✓		
<b>3. Peripheral IV</b>					
a. Initiate		✓	✓		
b. Monitor		✓	✓	✓ 1/16 mm	✓ 1/16 mm
c. Blood draw		✓	✓	✓ 1/15	✓ 1/16 mm
d. Removal		✓	✓	✓ 1/16 mm	✓ 1/16 mm
<b>4. Oxygen Therapy</b>					
a. Nasal Cannula		✓	✓	✓ 1/15	✓ 1/15
b. Face Mask		✓	✓	✓ 1/16 mm	✓ 1/16 mm
c. High flow		✓	✓		
<b>5. Urinary Catheter</b>					
a. Insertion		✓	✓	✓ 1/27 mm	✓ 2/5 mm
b. Collect specimen		✓	✓	✓ 1/27 mm	✓ 2/5 mm
c. Monitoring		✓	✓	✓ 2/5 mm	✓ 2/5 mm
d. Removal		✓	✓	✓ 1/27 mm	
<b>6. Blood sugar test</b>					
a. Use of glucometer		✓	✓		
b. Finger stick		✓	✓	✓ 1/20 mm	✓ 1/20 mm
c. Heel stick		✓	✓	✓ 1/20 mm	✓ 1/20 mm
<b>7. Gastric Tube (NGT, OGT, PEG)</b>					
a. Insertion		✓	✓		
b. Gavage		✓	✓	✓ 1/16 mm	
c. Flushing		✓	✓		
d. Medication		✓	✓		
e. Initiate feeding		✓	✓		
f. Check residual		✓	✓		
g. Removal		✓	✓		
<b>8. Drainage (CT &amp; Rectal tube)</b>					
a. Measure output		✓	✓		
b. Collect output		✓	✓		

11/26/22

c. Monitoring		✓	✓		
d. Removal	✓				
<b>9. Ostomy</b>					
a. Measure output			✓		
b. Skin care			✓		
c. Change bag			✓		
d. Monitor			✓		
<b>9. Documentation</b>					
a. Admission	✓	<del>✓</del>	<del>✓</del>	✓ 1/23 mm	✓ 1/23 mm
b. Assessment		<del>✓</del>	<del>✓</del>	✓ 1/23 mm	✓ 1/23 mm
c. Vital signs		✓	✓	✓ 115 mm	✓ 115 mm
d. Discharge	✓			✓ 115 mm	✓ 115 mm
e. Transfer	✓				
<b>10. Collaborative Communication</b>					
a. SBAR		✓	✓	✓ 1/16 mm	✓ 1/16 mm
b. Case Mgt.		✓	✓		
c. Physician		✓	✓	✓ 2/16 mm	✓ 2/16 mm
d. Pharmacy	✓			✓ 2/15 mm	✓ 2/15 mm
e. Diagnostic	✓				
f. Respiratory	✓		✓		
g. Chaplain	✓				
h. Child life	✓				
i. SANE	✓				
J. Security	✓				
<b>11. Unit Routines</b>					
a. Massive BT	✓				
b. Sepsis protocol		✓	✓		
c. Stroke Protocol		✓	✓		
d. Chest pain protocol		✓	✓		
e. Suicidal ideation		✓			
f. Child/adult abuse	✓				
g. Referral to Hosp.	✓				
h. Admission	✓				
i. Discharge			✓	✓ 1/16 mm	
j. Transfer			✓	✓ 1/16 mm	✓ 1/16 mm
<b>12. Patient education</b>					
a. Medication		✓	✓	✓ 1/16 mm	1/16
b. Safety		✓	✓	✓ 1/16 mm	1/16
c. Diet		✓	✓	✓ 1/16	1/16
d. Activity		✓	✓		
e. Follow-up		✓	✓		
f. Community resources		✓	✓	✓ 1/16	1/16
<b>13. Test</b>					
a. Strep test		✓	✓	✓ 1/26	✓ 1/26
b. Flu test		✓	✓	✓ 1/23	✓ 1/23
c. Alcohol level	✓			✓ 1/23	✓ 1/23
d. Drug test			✓	✓ 1/23	✓ 1/23
<b>14. Code Blue</b>					
a. Observe		✓	✓		
b. participate		✓	✓		
<b>15. Others</b>					
a.					
b.					