

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|---|---|---|---|---|---|
| - Phototherapy | | | | | | | X | X | X | X | X | X |
| a. Bililight care | | | | | | | X | X | X | X | X | X |
| b. Check transcu- taneous Bilirubin | | | | | | | X | X | X | X | X | X |
| c. Check Bililigh distance | | | | | | | X | X | X | X | X | X |
| X. Documentation | | | | | | | X | X | X | X | X | X |
| - Timely | | | | | | | X | X | X | X | X | X |
| - Accurate | | | | | | | X | X | X | X | X | X |
| - Correct abbrev't | | | | | | | X | X | X | X | X | X |
| - Process | | | | | | | X | X | X | X | X | X |
| a. Admission | | | | | | | X | X | X | X | X | X |
| d. Discharge | | | | | | | X | X | X | X | X | X |
| e. Transfer | | | | | | | X | X | X | X | X | X |
| f. Teaching | | | | | | | X | X | X | X | X | X |
| g. Assessment | | | | | | | X | X | X | X | X | X |
| h. Vital signs | | | | | | | X | X | X | X | X | X |
| XI. Collaborative | | | | | | | X | X | X | X | X | X |
| Communication | | | | | | | X | X | X | X | X | X |
| - Referrals | | | | | | | X | X | X | X | X | X |
| - SBAR | | | | | | | X | X | X | X | X | X |
| - Physician | | | | | | | X | X | X | X | X | X |
| - Pharmacy | | | | | | | X | X | X | X | X | X |
| - Diagnostic | | | | | | | X | X | X | X | X | X |
| - Respiratory | | | | | | | X | X | X | X | X | X |
| - Case manager | | | | | | | X | X | X | X | X | X |
| - Chaplain | | | | | | | X | X | X | X | X | X |
| XII. Adm/Discharge | | | | | | | X | X | X | X | X | X |
| a. Admission | | | | | | | X | X | X | X | X | X |
| - Routine adm. | | | | | | | X | X | X | X | X | X |
| - Small Baby adm | | | | | | | X | X | X | X | X | X |
| - Bed Preparation | | | | | | | X | X | X | X | X | X |
| - Unit transport | | | | | | | X | X | X | X | X | X |
| - Education | | | | | | | X | X | X | X | X | X |
| b. Dscharge | | | | | | | X | X | X | X | X | X |
| - Newborn screening | | | | | | | X | X | X | X | X | X |
| - Hearing screening | | | | | | | X | X | X | X | X | X |
| - CHD screening | | | | | | | X | X | X | X | X | X |
| - Car seat challenge | | | | | | | X | X | X | X | X | X |
| - Education | | | | | | | X | X | X | X | X | X |
| XIII. Others | | | | | | | X | X | X | X | X | X |
| a. Assist | | | | | | | X | X | X | X | X | X |
| - Adm. surfactant | | | | | | | X | X | X | X | X | X |
| - Intubation | | | | | | | X | X | X | X | X | X |
| - Eye exam | | | | | | | X | X | X | X | X | X |
| b. Participate in code team | | | | | | | X | X | X | X | X | X |
| c. Observe | | | | | | | X | X | X | X | X | X |
| - NSDelivery | | | | | | | X | X | X | X | X | X |
| - Ceasarian section | | | | | | | X | X | X | X | X | X |
| d. Practice Infection control protocols | | | | | | | X | X | X | X | X | X |
| e. Prep for pre-op | | | | | | | X | X | X | X | X | X |
| f. Post op mgt. | | | | | | | X | X | X | X | X | X |
| g. Monitoring | | | | | | | X | X | X | X | X | X |
| - ICP | | | | | | | X | X | X | X | X | X |
| - EVD | | | | | | | X | X | X | X | X | X |

Student Name (print): Grace Perreira

Student Signature: Grace Perreira of Perreira

Clinical Unit: NICU

Date: 2/19/23

Preceptor: K. [Signature]

Instructional Module *: Capstone Precepted Clinical Experience Skills Check list
Critical Care Unit: NICU & PICU

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 | | | |
| I. Assessment | | | | | | | | | |
| a. Gestational age | | | | X | X | X | X | X | X |
| -EDC/LMP | | • | | | | | | | |
| - Ballards Scoring | | | | | | | | | |
| 1. Physical | • | | | | | X | | | |
| 2. Neurological | • | | | | | X | | | |
| b. Physical assessment | | | | X | X | X | X | X | X |
| - Integumentary | | • | | X | X | X | X | X | X |
| - HEENT | | • | | X | X | X | X | X | X |
| - Respiratory | | • | | X | X | X | X | X | X |
| - Cardiovascular | | • | | X | X | X | X | X | X |
| - Gastrointestinal | | • | | X | X | X | X | X | X |
| - Genitourinary | | • | | X | X | X | X | X | X |
| - Musculoskeletal | | • | | X | X | X | X | X | X |
| - Neurological | | • | | X | X | X | X | X | X |
| c. Behavioral Assess't | | | | | | | | | |
| - Neonatal | • | | | | | | | | |
| abstinence | | | | | | | | | |
| scoring | | | | | | | | | |
| d. Pain Assessment | | | | | | | | | |
| - NPASS/FLAC | | | • | X | X | X | X | X | X |
| - NPASS sedation | | • | | | | | | | |
| e. Vital signs | | | • | X | X | X | X | X | X |
| f. Apgar scoring | | • | | X | X | X | X | X | X |
| II. Medication | | | | | | | | | |
| a. Per orem | | • | | X | X | X | X | X | X |
| b. NGT/OGT | | • | | X | X | X | X | X | X |
| c. Topical | | | • | X | X | X | X | X | X |
| d. IM-Vastus lateralis | | • | | X | X | X | X | X | X |
| e. Rectal | • | | | | | | | | |
| f. Nasal | • | | | | | | | | |
| g. Ophthalmic | | • | | X | X | X | X | X | X |
| h. IV/Central line | | • | | X | X | X | X | X | X |
| i. Calculate dosing | | | • | X | X | X | X | X | X |
| j. Calculate drips | | | • | | | | | | |
| k. Emergency drug sheet | | • | | X | X | X | X | X | X |
| III. Care management | | | | | | | | | |
| a. IVF/CVL | | • | | | | | | | |
| 1. UVC | • | | | X | X | X | X | X | X |
| 2 UAC | • | | | X | X | X | X | X | X |
| - Change of fluids | | • | | X | X | X | X | X | X |
| - Transducer maintenance & calibration/level | | | | | | | | | |
| - Transducer set up | • | | | X | X | X | X | X | X |
| - Blood collection | • | | | X | X | X | X | X | X |
| 3. PICC | • | | | | | | | | |
| 4. BROVIAC | • | | | | | | | | |
| 5. Peripheral arterial line | | • | | | | | | | |
| - Clave change | • | | | | | | | | |
| - Dressing change | | • | | | | | | | |
| - Adm. of TPN | | • | | X | X | X | X | X | X |
| -Adm. Lipids | • | | | X | X | X | X | X | X |
| - Assist CVL placement | • | | | | | | | | |
| IV. Chest Tubes Mgt. | | | | | | | | | |
| - Check MD orders | | • | | | | | | | |

| | | | |
|---|--|---|--|
| <p>Highlights:</p> <ol style="list-style-type: none"> 1. I knew the babies! 2. mom's first bath with baby 3. gaining my confidence <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. time management 2. interprofessional communication 3. small details (scanning) <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. helping moms w feedings 2. NCT admin 3. first bath | <p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>1/29/23</p> <hr/> <p>Date:</p> <p>gcp</p> <hr/> <p>Student</p> <p>W6</p> <hr/> <p>Preceptor</p> | <p>Highlights:</p> <ol style="list-style-type: none"> 1. billi light baby 2. building relationships 3. teaching moms <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. communication 2. staying organized 3. knowing my limits <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. logging in breastmilk 2. day before op. routine 3. hypoglycemic baby | <p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 1-30-23</p> <p>gcp</p> <hr/> <p>Student</p> <p>W6</p> <hr/> <p>Preceptor</p> |
| <p>Highlights:</p> <ol style="list-style-type: none"> 1. breast feeding 2. new med given 3. new assessment findings <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. asking for help 2. documenting details 3. IV troubleshooting <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Breast milk oral care 2. islette care 3. cream admin | <p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>2/1/23</p> <hr/> <p>Date:</p> <p>gcp</p> <hr/> <p>Student</p> <p>W6</p> <hr/> <p>Preceptor</p> | <p>Highlights:</p> <ol style="list-style-type: none"> 1. VAC / UVC 2. seeing abnormalities 3. oscillator baby <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. med admin 2. nurse communication 3. orders review <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. VAC/UVC maintenance 2. abnormal assessment 3. ETT management, oscillator | <p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>2/12/23</p> <p>gcp</p> <hr/> <p>Student</p> <p>W6</p> <hr/> <p>Preceptor</p> |
| <p>Highlights:</p> <ol style="list-style-type: none"> 1. oscillator care 2. troubleshooting brady's desats 3. CPAP CPAP → niflow <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. confidence w parents 2. gravity feeds 3. emotional communication <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. pulling VAC back 2. taking care of a mom 3. advanced OG tube | <p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>2/13/23</p> <hr/> <p>Date:</p> <p>gcp</p> <hr/> <p>Student</p> <p>W6</p> <hr/> <p>Preceptor</p> | <p>Highlights:</p> <ol style="list-style-type: none"> 1. trisomy 21 baby 2. breastfeeding freedom 3. rooming in <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. communicating needs 2. time management 3. getting adhesive off <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Nystatin admin 2. pulled an OG tube 3. discharge prep | <p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p>2/19/23</p> <p>gcp</p> <hr/> <p>Student</p> <p>W6</p> <hr/> <p>Preceptor</p> |

56504

Covenant School of Nursing

Student Name Grace Perreira

Record of Precepted Clinical Experiences

| Date | Total Time | Location | Preceptor's Signature |
|------|------------|----------|-----------------------|
| 1/15 | 0643-1910 | NICU | K. Thomas BSN, RN |
| 1/16 | 0644-1925 | NICU | K. Thomas BSN, RN |
| 1/22 | 0640-1914 | NICU | K. Thomas BSN, RN |
| 1/23 | 0644-1915 | NICU | K. Thomas BSN, RN |
| 1/29 | 0640-1910 | NICU | K. Thomas BSN, RN |
| 1/30 | 0645-1920 | NICU | K. Thomas BSN, RN |
| 2/6 | 0642-1917 | NICU | K. Thomas BSN, RN |
| 2/12 | 0640-1926 | NICU | K. Thomas BSN, RN |
| 2/13 | 0642-1922 | NICU | K. Thomas BSN, RN |
| 2/19 | 0644-1915 | NICU | K. Thomas BSN, RN |
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Preceptor's Signature K. Thomas BSN, RN

Preceptor's Signature Grace Perreira 2/19/23

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

Student: Grace Perreira

Midterm: _____

Final: 2/19/23

Unit: Nicu

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?

Grace is great! Her charting, communication and time management are amazing. The families love her and she will be a great addition to her ~~team~~ next team. I'm going to miss her!!

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

Interprofessional communication.

Preceptor Signature: K. Thomas BEN, RN

Date: 02/19/23

Student Signature: Grace Perreira

Date: 2/19/23

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

I think I'm really good with patients & family education. My patient advocacy is my favorite quality about myself. I also believe my patient care is very good.

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

I've worked on developing my interprofessional communication. I think this area is where I lack the most confidence & what I need to work on going forward.

Student Signature: Spencer Pennington

Date: Feb 19, 2023

Evaluation of Preceptor by Student

Name of Preceptor: Kayla Thomas Clinical Unit: NICU

| 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 <u>4</u> 5 |
| 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 4 <u>5</u> |
| 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> |
| 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?

she is a natural teacher. Nothing feels forced. She doesn't make me feel like a chore at all. She wants me to be an amazing nurse and it shows!

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

Her teaching style works very organically with my personality, but I can see how someone more timid may be a little intimidated by workload & high expectations.

Student Signature: Grace Pereira Date: Feb 19, 2023