

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

Student: Alexa Pagano

Midterm: ✓

Final: ✓

Unit: PEDI

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?

Alexa has become very self-sufficient throughout this preceptorship. She is organized, dedicated, and will make a great nurse!

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

Confidence - Believe in yourself! you can do it!

Preceptor Signature: Knapier Date: 11/20/23

Student Signature: Alexa Pagano Date: 11/20/23

Record of Precepted Clinical Experiences

Date	Total Time	Location	Preceptor's Signature
10/23	0645-1915 (12hr)	NICU	KDraper RN
10/28	0645-1915 (12hr)	PEDI	KDraper RN
10/29	0645-1915 (12hr)	PEDI	KDraper RN
11/02	0645-1915 (12hr)	PEDI	KDraper RN
11/05	0645-1915 (12hr)	PEDI	KDraper RN
11/06	0645-1915 (12hr)	PEDI	KDraper RN
11/13	0645-1915 (12hr)	PEDI	KDraper RN
11/16	0645-1915 (12hr)	PEDI	KDraper RN
11/17	0645-1915 (12hr)	PEDI	KDraper RN
11/20	0645-1915 (12hr)	PEDI	Marilyn Bunness, RN

Preceptor's Signature KDraper RN

Preceptor's Signature Marilyn Bunness, RN

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Alexa Pagano UNIT: PEDI Preceptor: Kristin

<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 2. learning opportunities -Staph infection 3. Post op admission</p> <p>Areas to improve:</p> <p>1. Assessment 2. Anticipation of patient needs 3. working on skills on Blood draw</p> <p>Skills observed & performed:</p> <p>1. NGT insertion 2. Orthostatic vital sign 3. Trach suctioning</p>		<p>Date/Initial =Student = Preceptor</p> <p>Date: 10/23/2018</p> <p><u>E. Hamilton</u> Student</p> <p><u>A. Santos</u> Preceptor</p>
<p>Highlights:</p> <p>1. Clustered care - NCU 2. Patient consolidation 3. PO bottle feedings & gavage</p> <p>Areas to improve:</p> <p>1. Take 1 pt next shift 2. Physical assessment 3. Time management</p> <p>Skills observed & performed:</p> <p>1. Gavage feeding 2. Vancomycin trough blood draw 3. NG medications</p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/23/23</p> <p>Student <u>A. Pagano</u></p> <p>Preceptor <u>Krapchen</u></p>	<p>Highlights:</p> <p>1. Communication & education w/family 2. Admission documentation 3. Discharge documentation</p> <p>Areas to improve:</p> <p>1. Charting 2. Time management 3. Organization</p> <p>Skills observed & performed:</p> <p>1. IV push medication 2. Respiratory assessment 3. Medication reconciliation IV removal</p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/28/23</p> <p>Student <u>A. Pagano</u></p> <p>Preceptor <u>Krapchen</u></p>
<p>Highlights:</p> <p>1. Interacting with patients 2. Observing use of translator 3. interaction with chronic pt/family</p> <p>Areas to improve:</p> <p>1. Give more meds 2. Time management 3. DO more skills</p> <p>Skills observed & performed:</p> <p>1. Gastrointestinal assessment 2. Bolus NG feed 3. IV start</p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/29/23</p> <p>Student <u>A. pagano</u></p> <p>Preceptor <u>Krapchen</u></p>	<p>Highlights:</p> <p>1. Oncology patient 2. Two discharges 3. Playing board game with pt.</p> <p>Areas to improve:</p> <p>1. Time management 2. Charting 3.</p> <p>Skills observed & performed:</p> <p>1. IVPB medication 2. PICC line removal 3. JP drain removal</p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 11/2/23</p> <p>Student <u>A. pagano</u></p> <p>Preceptor <u>Krapchen</u></p>

<p>Highlights:</p> <ol style="list-style-type: none"> 1. Diabetic education - carb counting 2. Medication administration 3. Patient rounding and charting <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Take initiative to do skills 2. Managing increased pt load 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Subcutaneous insulin injection 2. Start new bag of continuous fluids 3. Blood glucose check 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/5/23</p> <hr/> <p>Student A. Pagano</p> <hr/> <p>Preceptor K. Draper RN</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Phone call to dietary 2. Transfer pt to Radiology 3. Taking 4 patients <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Time management 2. 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IVPB meds 2. IVP meds 3. Diabetic H/O counting & insulin 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/6/23</p> <hr/> <p>Student A. Pagano</p> <hr/> <p>Preceptor K. Draper RN</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Weaning oxygen 2. COVID positive pt. - precautions 3. Pt. admit documentation <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Admission/discharge 2. Charting 3. Prioritization <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IVP medications 2. IV start 3. Syringe pump medication 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/13/23</p> <hr/> <p>Student A. Pagano</p> <hr/> <p>Preceptor K. Draper RN</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Wound dressing change 2. Pt. admit - post op vitals 3. Peripheral line blood draw <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Time management 2. Prioritization 3. Take a leadership role <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Rectal suppository 2. Syringe pump 3. Nasal spray 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/16/23</p> <hr/> <p>Student A. Pagano</p> <hr/> <p>Preceptor K. Draper RN</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Pt. education - Discharge 2. CPS consult 3. Child life consult - pedi pt. birthday <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Skills 2. Pt interactions 3. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. DIC IV 2. Peripheral blood draw - straight stick 3. Syringe pump, IVP meds, oral meds 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/17/23</p> <hr/> <p>Student A. Pagano</p> <hr/> <p>Preceptor K. Draper RN</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Pt. transfer to MRI 2. Weaning oxygen 3. Pt. discharge and admit <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Confidence 2. Pass the NCLEX 3. Be an awesome nurse! <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Oral medications 2. Albuterol breathing treatment 3. Start new bag primary fluid 	<p>Date/Initial =Student =Preceptor</p> <hr/> <p>Date: 11/20/23</p> <hr/> <p>Student A. Pagano</p> <hr/> <p>Preceptor K. Draper RN</p>

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 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 8)	<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 my strengths are time management and prioritization. I take time to really get to understand my patients diagnosis, medications, and plan of care, and set my day up in order to best care for my patients. I advocate for my patients when I see something necessary.

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

I think that as a nurse we must realize we will learn something new everyday, and that there is always room for improvement. I think I could improve on my charting; making it more detailed and specific. I also think I can improve my patient teaching as I go through practice and gain adequate experience.

Student Signature: Alex Pagano Date: 11/20/23

Evaluation of Preceptor by Student

Name of Preceptor: Kristin Draper Clinical Unit: Pedi

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?

Kristin was an amazing preceptor because she pushed me out of my comfort zone which allowed me to learn more than I thought I was capable of in these 10 shifts. She allowed me to perform any skill/task available, and allowed me to chart on all 3-4 patients.

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

If I could make a suggestion for future students that Kristin will work with, I would say to integrate the student more into the ~~part of~~ plan of care, education documentation, and communication with other staff such as physicians, RT, and dietary.

Student Signature: Alex Ferguson Date: 11/20/23

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. V/tal signs			✓		✓ KD 10/23
b. Neurological			✓		✓ KD 11/13
c. Respiratory			✓		✓ KD 10/28
d. Cardiovascular			✓		✓ KD 10/28
e. Gastro Intestinal			✓		✓ KD 10/28
f. Neuro-vascular			✓		✓ KD 10/13
2. Documentation					
a. Assessment	✓				✓ KD 10/28
b. vital signs			✓		✓ KD 10/28
c. Admission	✓				✓ KD 10/28
d. Discharge	✓				✓ KD 10/28
e. Transfer	✓				✓ KD 10/13
3. Collaborative Communication					
a. SBAR			✓		✓ KD 11/2
b. Case Mgt	✓				
c. Physician	✓				✓ KD 11/16
d. Pharmacy		✓			
e. Diagnostic	✓				
f. Respiratory	✓				
g. PT/OT	✓				
4. Medication					
a. PO			✓		✓ KD 11/2
b. IVPB			✓		✓ KD 11/3
c. IV push			✓		✓ KD 10/28
d. Topical			✓		✓ KD 10/23
e. Tube feeding			✓		✓ KD 10/23
f. IM			✓		
g. Subcutaneous			✓		✓ KD 10/24
h. Intradermal			✓		
i. Nasal	✓				✓ KD 11/16
j. Rectal	✓				✓ KD 11/16
5. CVL & PICC					
a. Med admin			✓		✓ KD 11/2
b. Blood draws			✓		
c. Dressing change		✓			
e. Clave change	✓				
6. Drainage					
a. Removal	✓				
b. Dressing change	✓				
e. Monitoring			✓		✓ KD 10/23
7. Tube feedings					
a. Insertion	✓				
b. Removal	✓				
c. Checking residual			✓		
d. Feeding			✓		✓ KD 10/23
e. Monitoring					✓ KD 10/23
8. Urinary catheter					
a. Insertion			✓		
b. Removal			✓		
c. Collect specimen			✓		
9. Blood sugar test					
a. Operate glucometer			✓		✓ KD 11/5
b. Blood draw			✓		
c. finger stick			✓		✓ KD 11/5
d. Heel stick	✓				
10. Isolation Precautions					

