

Fill out after every shift!

Send a copy to dropbox after 5 shifts

Covenant School of Nursing

Student Name Samantha Torrez

Record of Precepted Clinical Experiences

	Date	Total Time	Location	Preceptor's Signature
①	10/20/23	0045-1915 12hr	mom/baby	Daisy Almon RN
②	10/21/23	12hr	ped nursery	Stacy Bullard RN
③	10/24/23	0045-1915 12hr	mom/baby	Daisy Almon RN
④	10/28/23	0045-1915 12hr	mom/baby	Daisy Almon RN
⑤	11/2/23	0045-1915 12hr	mom/baby	Daisy Almon RN
⑥	11/10/23	0045-1915 12hr	mom/baby	Daisy Almon RN
⑦	11/14/23	0045-1915 12hr	mom/baby	Audrey Peng RN
⑧	11/20/23	0045-1915 12hr	mom/baby	Daisy Almon RN
⑨	11/21/23	0045-1915 12hr	mom/baby	Daisy Almon RN
⑩	11/22/23	0045-1915 12hr	mom/baby	Daisy Almon RN

Preceptor's Signature Daisy Almon RN

Preceptor's Signature Daisy Almon RN

Samantha Torres

Unit: Mom/Baby

<p>#5</p> <p>Highlights:</p> <ol style="list-style-type: none"> 1. deep sacral dimple 2. IM vaccine 3. assist w/ breast feeding <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. discharge teaching 2. breast feeding teaching 3. communication w/ family <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. 24hr care 2. baby bath 3. mom assessment 	<p>Date/Initial</p> <p>=Student #19</p> <p>=Preceptor</p> <hr/> <p>Date: 11/2</p> <p>ST</p> <p>Student</p> <hr/> <p>DO</p> <p>Preceptor</p>	<p>Highlights: CT scan</p> <ol style="list-style-type: none"> 1. tubal incision 2. sacral dimple/ 3. newborn larvae baby <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. pt communication 2. time management 3. charting <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. med administration 2. bili check 3. fundus assessment 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 11/10</p> <p>ST</p> <p>Student</p> <hr/> <p>DO</p> <p>Preceptor</p>
<p>#7</p> <p>Highlights:</p> <ol style="list-style-type: none"> 1. pt tachycardic dit withdrawn 2. baby sent to NICU & put up 3. for adoption 4. pt w/ syphilis <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. patient communication 2. PKU testing 3. time management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. med administration 2. blood sugar check 3. mom/baby assessment 	<p>Date/Initial</p> <p>=Student #8</p> <p>=Preceptor</p> <hr/> <p>Date: 11/12</p> <p>ST</p> <p>Student</p> <hr/> <p>A.P.</p> <p>Preceptor</p>	<p>Highlights: CPS involved</p> <ol style="list-style-type: none"> 1. pt hemorrhage 2. coombs (+) baby 3. pt given methergine IM <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. PPBL weighing 2. coordinating staff 3. time management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. safety huddle 2. assignments 3. MMK vaccine 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 11/20</p> <p>ST</p> <p>Student</p> <hr/> <p>DO</p> <p>Preceptor</p>
<p>#9</p> <p>Highlights:</p> <ol style="list-style-type: none"> 1. baby lavage 2. baby nasal flaring 3. distended baby belly <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. time management 2. baby handling comfortably 3. baby latching <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. blood sugar checks 2. fundus assessment 3. mom/baby assessment 	<p>Date/Initial</p> <p>=Student #1</p> <p>=Preceptor</p> <hr/> <p>Date: 11/21</p> <p>ST</p> <p>Student</p> <hr/> <p>DO</p> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. remove staples 2. bili beds 3. lactation <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. bili bed education 2. communication w/ pt 3. breast feed latching <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. mom/baby assessment 2. discharge teaching 3. bili bed changing 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date: 11/22</p> <p>ST</p> <p>Student</p> <hr/> <p>DO</p> <p>Preceptor</p>

Samantha Torres Unit: mom/baby

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

NO CVL & PICC

NO Tube feedings

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

No isolation!

removed staples

no ostomy

no oxygen therapy

Student Name (Print): Samantha Torrez
 Student Signature: Samantha Torrez
 Clinical Unit: M/M/IBaby
 Preceptor: Daisy Olivarez
 Date: 11/22/23

- Lavage!
- Bili checks
- PKU
- hear screening test

Evaluation of Preceptor by Student

Name of Preceptor: Daisy Duraney

Clinical Unit: Wom / baby

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 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 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?

Something I ~~liked~~ liked best about my preceptor was how kind she was. She always took the time to answer any of my questions and communicated great with the patients. Daisy is a great teacher and I have learned so much working with her!

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

Daisy was a wonderful preceptor!
No suggestions for Daisy to consider w/ future students

Student Signature: Samantha Torrey Date: 11/24/23

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 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 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 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 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?

I believe my personal strengths are having compassion, administering meds correctly and safely, computing although mom/baby assessment, being flexible and organized, documenting correctly, and keeping both mom safe and baby safe during their stay.

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

I have identified a personal opportunity for improvement would be communicating with the patients. I need to be more assertive and break out of my shell of being shy.

Student Signature: Samantha Taray Date: 11/22/23

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

Student: Samantha Torres

Midterm: ~~11/11/23~~

Final: 11/22/23

Unit: mem/baby

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?

Sam is very good at time management and making safe clinical decisions. She documents accurately and effectively. She is always willing to learn and is interested in all aspects of this area.

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

I think Sam will do great in her new role as a pedi nurse. She is always eager to learn new things and takes good/bad criticism. Improvement on communication with physicians.

Preceptor Signature: Dany Alvin RN Date: 11/22/23

Student Signature: Samantha Torres Date: 11/22/23