

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Signature
1/12/24	06:45:1915	E7	<i>[Signature]</i> , RCO
01/14/24	06:45:1915	E7	<i>[Signature]</i> , RW
01/15/24	06:45:1915	E7	<i>[Signature]</i> , RW
01/20/24	06:45:1915	E7	<i>[Signature]</i> , RW
01/29/24	06:45:1915	E7	<i>[Signature]</i> , RW
02/03/2024	06:45:1915	E7	<i>[Signature]</i> , RW
02/04/24	06:45:1915	E7	<i>[Signature]</i> , RW
02/12/24	06:45:1915	E7	<i>[Signature]</i> , RW
02/17/24	06:45:1915	E7	<i>[Signature]</i> , RW
02/18/24	06:45:1915	E7	<i>[Signature]</i> , RW

Preceptor's Signature *[Signature]*, RCO

Preceptor's Signature _____

IM 8 Capstone Precepted Clinical Experience Skills Checklist

Med/Surg, Pediatric, Mom/Baby, Staffing

Purpose: This inventory of required nursing skills is to orient you to the following:
Orientation, Midterm & Finals

Instructions: Pre-Assessment = Mark an X on each skill that describes your experience
Preceptorship- Clinical time = Write the date & preceptor's initial that describes your experience.

Medical List of Skills	Surgical Skills	Student's skills Pre assessment			Preceptorship clinical time	
		No exp.	CPE	Clinical	Supervised	Independently
1. Assessment						
a. Vital signs					✓	1/14 gp
b. Neurological			X	X	✓	1/14 gp
c. Respiratory			X	X	✓	1/14 gp
d. Cardiovascular			X	X	✓	1/14 gp
e. Gastrointestinal			X	X	✓	1/14 gp
f. Neuro-vascular			X	X	✓	1/14 gp
2. Documentation						
a. Assessment			X	X	✓	1/13 gp
b. Vital signs			X	X	✓	1/13 gp
c. Admission					✓	1/29 gp
d. Discharge					✓	1/14 gp
e. Transfer					✓	1/26 gp
3. Collaborative communication						
a. SBAR reporting			X		✓	1/26 gp
b. Case Management						
c. Physician					✓	2/14 W
d. Pharmacy				X	✓	1/14 gp
e. Diagnostic						
f. respiratory						
g. Physical Therapist						
h. wound nurse						
4. Medication						
a. Per Orem -PO			X	X	✓	1/13 gp
b. IVPB-Pump			X	X	✓	1/14 gp
c. IV push-CVL/Perip			X	X	✓	1/14 gp
d. Topical			X	X	✓	1/26 gp
e. tube feeding			X	X		
f. Intramuscular			X	X		
g. Subcutaneous			X	X	✓	1/14 gp
h. Intradermal						
i. Nasal spray			X	X		
j. Rectal suppository			X	X	✓	2/12 gp
5. Isolation Precaut'n						
a. Contact			X	X	✓	1/29
b. Airborne			X	X	✓	2/3
c. Neutropenic			X	X	✓	1/14 gp
d. Positive pressure			X	X	✓	1/14 gp

walked w/charge during rounds.

5. Oxygen Mangement						
a. Nasal Cannula					✓	1/26/24
b. Venturi	NON rebreather	X	X		✓	1/26/24
c. High flow		X	X		✓	1/26/24
d. CPAP/BIPAP		X	X		✓	1/26/24
6.. Others		X	X			
blood transfusion					✓	1/26/24
lab draws						1/26/24
accessess port					✓	2/4/24
Foley insertion				✓	✓	2/12/24
bilidran					✓	2/18

Student Name; Eva Leal

Student signature;

Preceptor:

Unit: E7

Date: 2/18/24

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Eva Leal

UNIT: E7

Preceptor: Grace Peacher

<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 Areas to improve: <u>Ed back</u></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. <u>discharge paper work</u> 2. <u>Pre procedure check off</u> 3. <u>learning opportunities</u> Areas to improve: <u>- cancer, asites.</u></p> <p>1. <u>education on meds</u> 2. <u>communication</u> 3. <u>Charting</u></p> <p>Skills observed & performed:</p> <p>1. <u>Dressing wounds</u> 2. <u>post op assessment on parents</u> 3. <u>Med administration</u></p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>11/12/2024</u></p> <p><u>E Leal</u> Student</p> <p><u>GP</u> Preceptor</p>	<p>Highlights:</p> <p>1. <u>Blood draw</u> 2. <u>learning opportunities</u> 3. <u>assessments on swollen lymph nodes</u> Areas to improve: <u>work on blood draw skills</u></p> <p>1. <u>work on blood draw skills</u> 2. <u>Change colostomy bag</u> 3. <u>Charting / Epic</u></p> <p>Skills observed & performed:</p> <p>1. <u>central line removed</u> 2. <u>Talked to charge nurse</u> 3. <u>Research on a rash</u> <u>questioned pt about it</u></p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>11/15/24</u></p> <p><u>E Leal</u> Student</p> <p><u>GP</u> Preceptor</p>
<p>Highlights:</p> <p>1. <u>gave lovenox</u> 2. <u>IV medication prep / PB med</u> 3. <u>Discharged a pt home</u> Areas to improve: <u>keeping lines sterile</u></p> <p>1. <u>Med administration</u> 2. <u>communication - POC</u> 3. <u>Charting</u></p> <p>Skills observed & performed:</p> <p>1. <u>Spoke w/ pharmacy</u> 2. <u>Central line dressing</u> 3. <u>MBI check off list</u> 4. <u>watch my nurse advocate for a pt.</u></p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>11/14/24</u></p> <p><u>E Leal</u> Student</p> <p><u>GP</u> Preceptor</p>	<p>Highlights:</p> <p>1. <u>help w/ blood transfusion</u> 2. <u>transferred pt ICU</u> 3. <u>Sbar w/ quran</u> Areas to improve: <u>remember to note taking sbar</u></p> <p>1. <u>Remember to note taking sbar</u> 2. <u>charting / communication</u> 3. <u>Orthostatic VS</u></p> <p>Skills observed & performed:</p> <p>1. <u>Blood draws</u> 2. <u>Sbar to nurse</u> 3. <u>Assessments H to T</u></p>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>1/20/24</u></p> <p><u>E Leal</u> Student</p> <p><u>GP</u> Preceptor</p>

<p>Highlights:</p> <ol style="list-style-type: none"> 1. post op assessments 2. tongue ca assessment 3. Power Port assessing <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Kardex updating 2. documentation 3. looking over charts continuously <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. watched a port access 2. admissions assessment 3. 	<p>Date/Initial =Student =Preceptor</p> <p>1/29/24</p> <p>Date: <u>ERead</u> Student</p> <p><u>JP</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. suppository 2. cath/foley 3. delegating <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. med education 2. communication 3. time management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. bowel prep 2. assessed left breast biopsy 3. spot check on pt glucose/npo 4days 	<p>Date/Initial =Student =Preceptor</p> <p>2/12/24</p> <p>Date: <u>ERead</u> Student</p> <p><u>JP</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. confident to take 3 pts 2. IV start 3. swallow study. <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. time management 2. med admin/ education 3. Nursing out loud. <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. cath flow (observed) 2. education on power ports 3. Documentation LDA's or removing lines. 	<p>Date/Initial =Student =Preceptor</p> <p>2/3/2024</p> <p>Date: <u>ERead</u> Student</p> <p><u>JP</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. consent education (egd) 2. heard crackles 3. removed foley <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. SBar with negative PPI 2. therapeutic communication 3. time management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Blood cultures 2. pre egd check list 3. bili drain (watched) 	<p>Date/Initial =Student =Preceptor</p> <p>2/17/24</p> <p>Date: <u>ERead</u> Student</p> <p><u>JP</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. charged w/ Jessie 2. Post Mortum care 3. SBar w/ Charge & Dr. <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. time management 2. delegation 3. Cover documenting wounds <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Deaccesses a port 2. Post mortum care / bag 3. placing orders w/ dr consent (like through feedback) 	<p>Date/Initial =Student =Preceptor</p> <p>2/4/24</p> <p>Date: <u>ERead</u> Student</p> <p><u>NW</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. med admin 2. bladder scan 3. bili drain <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. clinical judgement 2. communication 3. time management <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. chest xray 2. ABG 3. Skill process when someone aspirated 	<p>Date/Initial =Student =Preceptor</p> <p>2/18/24</p> <p>Date: <u>ERead</u> Student</p> <p><u>JP</u> Preceptor</p>

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

Student: Eva Leal

Midterm: _____

Final: 2/19/2024

Unit: _____

1. Please reflect on the student's clinical performance during the capstone preceptorship and rate the following:

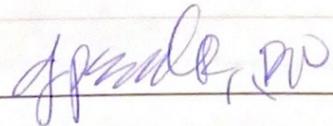
	Below Average Performance Needs Significant Guidance	Satisfactory Performance Needs Average Guidance	Outstanding Performance Needs Minimal Guidance
Student uses the Nursing Process to provide comprehensive, evidence-based nursing practice. (Graduate Competency (GC) 1)	<input type="radio"/>	<input checked="" 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 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 checked="" type="radio"/>	<input 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 6)	<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?

I think Eva is going to make a wonderful nurse. She truly cares for the patients and it shows in her interactions with them. I am already impressed at how she is already critical thinking regularly. Go Eva!

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

More assertive in communication which I believe will just come with time.

Preceptor Signature:  Date: 2/18/24

Student Signature: _____ Date: _____

Capstone Preceptorship: Student Self-Evaluation

1. Please reflect on your performance during the capstone preceptorship and rate yourself on the following:

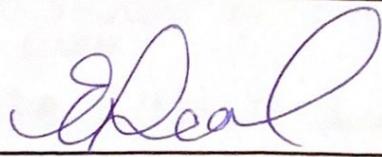
	I need significant guidance.	I need average guidance.	I need minimal guidance.
I use the Nursing Process to provide comprehensive, evidence-based nursing practice. (Graduate Competency (GC) 1)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I coordinate and develop a plan 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 checked="" type="radio"/>	<input 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?

I believe I'm good with patient care and communication.

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

Time management, but I think that comes with time and being able to run around by myself.

Student Signature:  Date: 2/19/24

Evaluation of Preceptor by Student

Name of Preceptor: Grace Peacher

Clinical Unit: Oncology E7

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

1. What did you like best about your preceptor?

I liked how she communicated ~~with~~ with me, she never gave me the impression that I was a bother. She allowed me to do everything I was comfortable with. I was so lucky to have had her!

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

allowing the student to communicate with the pt more about their care.
letting go of the reins a bit so communication and time management can be achieved.

Student Signature: [Signature]

Date: 2/19/24

Instructional Module 8: Preceptor Orientation Checklist

Day 1

Student Name: Esley Leal Date: 1/12/2024

Preceptor: Grace ~~Peacher~~ Peacher

Orientation Activities	Done	Not Done
1. Unit layout : Medication room, Linen room, supply room, soiled room, crash cart , restroom, break room, family room, fire exits, etc.	✓	
2. Security: Give codes to all locked rooms, visiting hours, personal belongings	✓	
3. Unit socialization: Introduce the student to all staff members	✓	
4. Policies & Procedures: Inform student of any everyday policies such as Vital signs, Blood sugar testing, patient transport, isolation & documentation	✓	
5. Safety based initiatives: Hand hygiene, falls, pressure ulcers, rapid response, etc.	✓	
6. Review goals & expectations for 120 clinical hours	✓	
7. Equipment: IV Pumps, syringe pumps, tube feeding pumps, Ventilators, etc.	✓	

Checked by Clinical instructor: M. Hoffm

Date: 1-26-24