

<p>Highlights:</p> <ol style="list-style-type: none"> 1. CPR 2. IV starts 3. severe hypotN pt <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. confidence 2. urgency 3. protocols <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Compressions 2. SBAR 2 PLOOR RN 3. IV starts 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/11</p> <p>Date:</p> <p>L. McKinney Student</p> <p>A. Howard Preceptor AH</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. SVT + adenosine 2. overdose (JACS) 3. stroke activation <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. protocols 2. tying restraints 3. critical thinking <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. adenosine (SVT) 2. Foley 3. restraints 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/2</p> <p>Date:</p> <p>L. McKinney Student</p> <p>A. Howard Preceptor AH</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. intubate 2. seizures 3. titrations <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. seizure protocol 2. communication 3. assertiveness in emergency <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV starts 2. OG insertion 3. Foley 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/5</p> <p>Date:</p> <p>L. McKinney Student</p> <p>A. Howard Preceptor AH</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Murphy drip 2. CT of bladder 3. irrigation (manual) <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. protocols 2. critical thinking 3. SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. set up of murphy 2. SBAR 3. straight cath 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/16</p> <p>Date:</p> <p>L. McKinney Student</p> <p>A. Howard Preceptor AH</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. PICC 2. severe hypotension 3. fighting the man <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. tying restraints 2. doctor communication 3. SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. restraints 2. PICC 3. ART line 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/17</p> <p>Date:</p> <p>L. McKinney Student</p> <p>A. Howard Preceptor AH</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. IV start on 1st try 2. kidney cancer CT 3. CWA protocol <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. confidence 2. question asking 3. protocols <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV start 2. assessments 3. documentation 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>2/19</p> <p>Date:</p> <p>L. McKinney Student</p> <p>A. Howard Preceptor AH</p>

Lauren McKinney

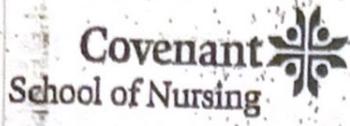
Instructional Module 8: Capstone Precepted Clinical Experience Skills Check list
 Emergency Unit clinical skill (ills Adult, Pedi)

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	Clinical	Supervised	Performed independently
1. Triage Assessment					
a. Vital signs			X	X	X
b. Head-to Toe			X		
c. Home medication					
d. Triage categories				X	
e. Documentation				X	
2. Medication					
a. PO			X	X	X
b. IVPB			X	X	X
c. IM			X	X	X
d. IV push			X	X	X
e. IM			X	X	X
f. Subcutaneous			X	X	X
g. Intradermal					
h. Topical					
i. Nasal					
j. Rectal				X	
3. Peripheral IV					
a. Initiate			X	X	
b. Monitor				X	
c. Blood draw			X	X	X
d. Removal			X	X	X
4. Oxygen Therapy					
a. Nasal Cannula			X	X	X
b. Face Mask			X	X	X
c. High flow					
5. Urinary Catheter					
a. Insertion			X	X	
b. Collect specimen			X	X	
c. Monitoring			X	X	
d. Removal			X	X	
6. Blood sugar test					
a. Use of glucometer			X	X	
b. Finger stick			X	X	
c. Heel stick					
7. Gastric Tube (NGT, OGT, PEG)					
a. Insertion				X	
b. Gavage					
c. Flushing			X		
d. Medication			X		
e. Initiate feeding			X		
f. Check residual					
g. Removal					
8. Drainage (CT & Rectal tube)					
a. Measure output			X		X
b. Collect output					

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



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

Student: Lauren McKinney

Midterm: _____

Final: _____

Unit: AED

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

Lauren is very personable and develops great rapport with her patients. Calm in crisis, assertive when needed, very eager to learn

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

Continue learning all the complexities of ER charting - especially trauma/stroke activations.

Preceptor Signature: Alison Howard RN Date: 2/19/24

Student Signature: [Signature] Date: 2/19/24

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

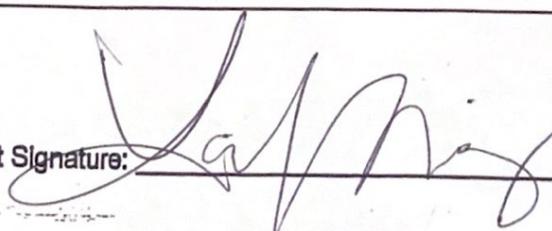
	I need significant guidance.	I need average guidance.	I need minimal guidance.
I use the Nursing Process to provide comprehensive, evidence-based nursing practice. (Graduate Competency (GC) 1)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I coordinate and develop a plan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

assertive

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

confidence

Student Signature: 

Date: 2/19/24

Evaluation of Preceptor by Student

Name of Preceptor: Alison Howard

Clinical Unit: AED

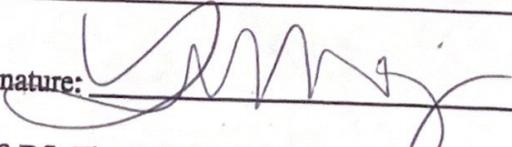
Please rate your preceptor on each question 1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Superb	Rating Please circle				
Establishes a good learning environment (approachable, nonthreatening, enthusiastic, etc.)	1	2	3	4	5
Stimulates me to learn independently	1	2	3	4	5
Allows 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?

She is great @ communication, expectations, and all around teaching. Very personable!

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

Drink less Coca-cola for health reasons! :)

Student Signature: 

Date: 2/19/24

Name Lauren McKinney

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Signature
1/12	0645-1915	AED-A	Alison Howard
1/15	0645-1915	AED-A	Alison Howard
1/22	0645-1915	AED-B	Alison Howard
1/26	0645-1915	AED-B	Alison Howard
2/1	0645-1915	AED-B	Alison Howard
2/2	0645-1915	AED-A	Alison Howard
2/5	0645-1915	AED-A	Alison Howard
2/16	0645-1915	AED-B	Alison Howard
2/17	0645-1915	AED-B	Alison Howard
2/19	0645-1915	AED-A	Alison Howard

Preceptor's Signature Alison Howard RN

Preceptor's Signature Alison Howard RN