

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Print & Signature
① 08/10/24	0643-1900	ADULT ER	Nicole Davis NDavis, RN
② 9/23/24	0640-1845	ADULT ER	Nicole Davis NDavis, RN
③ 9/25/24	0642-1830	ADULT ER *got rid of all PIS & flexed off by CN's	Nicole Davis NDavis, RN
④ 9/30/24	0645-1855	ADULT ER	Nicole Davis NDavis, RN
⑤ 9/1/24	0645-1845	ADULT ER	Nicole Davis NDavis, RN
⑥ 9/5/24	0645-1850	ADULT ER	NDavis, RN
⑦ 9/6/24	0645-1840	ADULT ER	Alison Howard RN
⑧ 9/12/24	0645-1852	ADULT ER	Alison Howard RN
⑨ 9/13/24	0645-1855	ADULT ER	Alison Howard RN
⑩ 9/19/24	0645-1850	ADULT ER	Alison Howard RN

REMINDER: Do not pre-fill out, Document your actual time after each shift & have your preceptor sign. The time prior shift starting time & the time after does not count extra, 0645-1915 is simply a 12 hour shift.

Preceptor's Signature print Nicole Davis Alison Howard  
 Preceptor's Signature NDavis, RN Alison Howard RN  
 Student signature: S Kendall

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Samantha Kendall UNIT: ADULT ED Preceptor: Nicole Davis

<p>Instructions:</p> <p>1. Student's responsibility:</p> <ul style="list-style-type: none"> <li>- This form must be presented to the preceptor on the first day of clinical.</li> <li>- Write the highlights &amp; Skills observed / performed every each clinical time.</li> <li>- Discuss with the preceptor &amp; write the areas to improve before the end of the shift.</li> </ul> <p>2. Preceptor's responsibility:</p> <ul style="list-style-type: none"> <li>- Must give feedback on the areas to improve &amp; instruct the student to write on the allotted space.</li> </ul> <p>3. Student &amp; preceptor must sign their Initial every each clinical day.</p>	<p>Highlights: Example (written)</p> <p>1. Team work-Rapid response</p> <p>2. learning opportunities -Staph infection</p> <p>3. Post op admission</p> <p>Areas to improve:</p> <p>1. Assessment</p> <p>2. Anticipation of patient needs</p> <p>3. working on skills on Blood draw</p> <p>Skills observed &amp; performed:</p> <p>1. NGT insertion</p> <p>2. Orthostatic vital sign</p> <p>3. Trach suctioning</p>		<p>Date/Initial</p> <p>=Student</p> <p>= Preceptor</p> <p>Date:</p> <p>10/23/2018</p> <p><u>E. Hamilton</u></p> <p>Student</p> <p><u>A. Santos</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. got to see ankle reduction</p> <p>2. OG tube placement</p> <p>3. Giving multiple N meds</p> <p>Areas to improve:</p> <p>1. continue to work on IV starts</p> <p>2. order sets / anticipating labs &amp; tests</p> <p>3. Preparing to give report</p> <p>Skills observed &amp; performed:</p> <p>1. set up IV piggyback</p> <p>2. OG tube placement</p> <p>3. N removal</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>SHIFT 1</p>	<p>Highlights:</p> <p>1. getting to decon a pt</p> <p>2. giving solumedrol</p> <p>3. IV start win!</p> <p>Areas to improve:</p> <p>1. Practice w/ charting assessments</p> <p>2.</p> <p>3.</p> <p>Skills observed &amp; performed:</p> <p>1. IV insertion</p> <p>2. Foley insertion</p> <p>3. Med administration</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>SHIFT 2</p> <p>Date:</p> <p>8/23/24</p> <p>Student</p> <p><u>S. Kendall</u></p> <p>Preceptor</p> <p><u>N. Davis, RN</u></p>
<p>Highlights:</p> <p>1. Fetal Heart tone search</p> <p>2. seeing a sonogram</p> <p>3. Charted all assessments</p> <p>Areas to improve:</p> <p>1. Practice giving report</p> <p>2. Practice triage assessment vs. focal assessment</p> <p>3.</p> <p>Skills observed &amp; performed:</p> <p>1. Straight cath - female</p> <p>2. Doppler - fetal heart tones on twins!</p> <p>3. wrist splint placement</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>SHIFT 3</p>	<p>Highlights:</p> <p>1. successful foley insert</p> <p>2. multiple central line draws</p> <p>3. learned about drug adaprok</p> <p>Areas to improve:</p> <p>1. Familiarity with central line use.</p> <p>2.</p> <p>3. Transfusion policies &amp; procedure</p> <p>Skills observed &amp; performed:</p> <p>1. foley insertion</p> <p>2. central line blood draws</p> <p>3. med administration via central line</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>SHIFT 4</p> <p>Date:</p> <p>8/30/24</p> <p>Student</p> <p><u>S. Kendall</u></p> <p>Preceptor</p> <p><u>N. Davis RN</u></p>

<p>Highlights:  1. learned about statin-induced myolysis  2. patient education  3. Abbutect morphine admin</p> <p>Areas to improve:  1. Discussing symptoms/hx that are uncomfortable or embarrassing  2. continue learning about med that are different  3.</p> <p>Skills observed &amp; performed:  1. Med administration - PO &amp; IV  2. Acted as chaperone during testicular exam  3. Hip fx Help &amp; Steri-strip Head</p>	<p>Date/Initial  =Student  =Preceptor  Shift 5</p> <p>Date:  9/11/24</p> <p>Student  Skendall</p> <p>Preceptor  H Davis RN</p>	<p>Highlights: saw access/  1. learned about cath flow  2. Repeat patient 8/30  3. Telephone report! At</p> <p>Areas to improve:  1. Go to bed on time  2.  3.</p> <p>Skills observed &amp; performed:  1. Fluid bolus  2. Discharge teaching  3. Assessing &amp; noting infiltrated IV</p>	<p>Date/Initial  =Student  =Preceptor  Shift 6</p> <p>Date:  9/15/24</p> <p>Student  Skendall</p> <p>Preceptor  H Davis RN</p>
<p>Highlights:  1. Spinal shock  2. Surgery prep  3. Pt education</p> <p>Areas to improve:  1. neuro assessments  2. medication knowledge  3. time management</p> <p>Skills observed &amp; performed:  1. C-collar fitting  2. SBAR to nightshift  3. dealing with difficult family</p>	<p>Date/Initial  =Student  =Preceptor  Shift 7</p> <p>Date:  9/16/24</p> <p>Student  Skendall</p> <p>Preceptor  Att</p>	<p>Highlights:  1. GCS Rapid Decline  2. Lifestar set up  3. Patient education</p> <p>Areas to improve:  1. Bedside Report  2. continue titrating  3. Multiple med management</p> <p>Skills observed &amp; performed:  1. sternal rub  2. Painful stimuli exam  3. multiple IV module pumps / set up</p>	<p>Date/Initial  =Student  =Preceptor  Shift 8</p> <p>Date:  9/17/24</p> <p>Student  Skendall</p> <p>Preceptor  Att</p>
<p>Highlights:  1. Potassium 1.2 on pt  2. Foley catheter attempt  3. Cool trauma pt - Helping</p> <p>Areas to improve:  1. Hanger management  2. Continue pt education  3. critical thinking improving</p> <p>Skills observed &amp; performed:  1. communication to doctor  2. Foley catheter attempt  3. setting up trauma &amp; IV insertion</p>	<p>Date/Initial  =Student  =Preceptor  Shift 9</p> <p>Date:  9/13/24</p> <p>Student  S. Kendall</p> <p>Preceptor  Att</p>	<p>Highlights:  1. Central line education  2. Patients very sweet &amp; willing to listen  3. last day ever in ED</p> <p>Areas to improve:  1. nurse to nurse report  2. Medication education  3.</p> <p>Skills observed &amp; performed:  1. Central line blood draw  2. Cardizem push / EKG for SVT pt  3. call report to floor</p>	<p>Date/Initial  =Student  =Preceptor  Shift 10</p> <p>Date:  9/19/24</p> <p>Student  S. Kendall</p> <p>Preceptor  J. BN</p>

Sam Kendall  
img Adult ER

Instructional Module 8: Capstone Precepted Clinical Experience Skills Check list  
Emergency Unit clinical skill (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 skill 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
<b>1. Triage Assessment</b>					
a. Vital signs					NO
b. Head-to Toe					NO
c. Home medication		✓	✓	8/16 NO	8/16 NO
d. Triage categories		✓	✓	8/25 NO	8/30 NO
e. Documentation		✓	✓	8/16 NO	8/25 NO
<b>2. Medication</b>					
a. PO		✓	✓	8/16 NO	8/15 NO
b. IVPB		✓	✓	8/25 NO	9/1 NO
c. IM		✓	✓	8/16 NO	8/30 NO
d. IV push		✓	✓	8/16 NO	8/16 NO
e. IM		✓	✓	8/16 NO	8/16 NO
f. Subcutaneous		✓	✓	8/16 NO	8/16 NO
g. Intradermal		✓	✓	8/16 NO	8/16 NO
h. Topical	✓		✓		
i. Nasal		✓	✓		
j. Rectal			✓		
<b>3. Peripheral IV</b>					
a. Initiate			✓		
b. Monitor		✓	✓		
c. Blood draw		✓	✓	8/16 NO	8/23 NO
d. Removal		✓	✓	8/16 NO	8/23 NO
<b>4. Oxygen Therapy</b>					
a. Nasal Cannula			✓		
b. Face Mask		✓	✓	8/16 NO	8/30 NO
c. High flow		✓	✓	8/23 NO	9/1 NO
<b>5. Urinary Catheter</b>					
a. Insertion			✓		
b. Collect specimen		✓	✓		
c. Monitoring			✓	9/23 NO	8/23 NO
d. Removal			✓	8/23 NO	9/1 NO
<b>6. Blood sugar test</b>					
a. Use of glucometer			✓		
b. Finger stick		✓	✓		
c. Heel stick	✓	✓	✓		
<b>7. Gastric Tube (NGT, OGT, PEG)</b>					
a. Insertion			✓	8/16 NO	9/1 NO
b. Gavage	✓		✓		
c. Flushing			✓		
d. Medication			✓		
e. Initiate feeding			✓		
f. Check residual			✓		
g. Removal			✓		
<b>8. Drainage (CT &amp; Rectal tube)</b>					
a. Measure output			✓		
b. Collect output	✓		✓		



IM8: Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student: Samantha Kendall

Midterm:

Unit: Adult ED

Finals:

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

Clinical Learning Outcomes	Below Average Performance Needs Significant Guidance	Satisfactory Performance Needs Average Guidance	Outstanding Performance Needs Minimal Guidance
a. <b>Safety/Quality:</b> Integrate nursing care using evidence-based practice to promote safety and quality for patients, self and others			✓
b. <b>Communication:</b> Communicate and collaborate effectively with patients, family, and members of the interdisciplinary team in various healthcare settings. (SBAR, Documentation, patient advocacy)			✓
c. <b>Clinical judgement:</b> Integrate use of current evidence-based practice and clinical competence when making clinical decisions in the provision of patient centered care. (Clinical Judgement model)		✓	
d. <b>Patient centered care:</b> Integrate nursing care for patients from diverse backgrounds based on patient age, culture, values, and educational needs.			✓
e. <b>Professionalism:</b> Integrate knowledge, skills, and attitudes required of the professional nurse, embracing lifelong learning to improve the quality of healthcare.			✓

2. What do you think are the student's personal strengths?

Sam's knowledge of medical process & ED procedures. Sam uses her critical thinking & compassion to educate & provide pt care to best of her knowledge

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

Continue utilizing tools at your disposal to check knowledge & grow. Keep practicing critical thinking.

Preceptor Signature: Alison Howald Date: 9/19/24

Student Signature: S Kendall Date: 9/19/24

IM8 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
a. <b>Safety/Quality:</b> I Integrate nursing care using evidence-based practice to promote safety and quality for patients, self and others			✓
b. <b>Communication:</b> I Communicate and collaborate effectively with patients, family, and members of the interdisciplinary team in various healthcare settings. (Documentation, Patient advocacy, & SBAR)			✓
c. <b>Clinical judgement:</b> I integrate use of current evidence-based practice and clinical competence when making clinical decisions in the provision of patient centered care. (Clinical judgement model)			✓
d. <b>Patient centered care:</b> I integrate nursing care for patients from diverse backgrounds based on patient age, culture, values, and educational needs.			✓
e. <b>Professionalism:</b> I integrate knowledge, skills, and attitudes required of the professional nurse, embracing lifelong learning to improve the quality of healthcare.			✓

2. What do you think are your personal strengths?

I am very good at talking to my patients and helping them understand why I am helping them. very confident in ED & strong advocate in general

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

I feel like sometimes I have imposter syndrome as a nurse & don't believe enough in myself in general. I am confident in my actions/knowledge to patients but I struggle with believing in myself alone.

Student Signature: Jamanna Kendall Date: 9.19.24

Evaluation of Preceptor by Student

Name of Preceptor: Alison Howard

Clinical Unit: ADULT ED

Please rate your preceptor on each question

1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Superb

Please rate your preceptor on each question	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 diverse 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?  
 Alison does genuinely care about teaching students and is very patient. She will even put others to learn if applicable. She does a great job overall & is the best.

2. Do you have any suggestions for your preceptor to consider when working with future students?  
 Continue to let students do the most they can, continue showing letting them learn - Great job overall!

Student Signature: Skendall

Date: 9/19/24

Name of Preceptor: Nicole Davis  
~~Glennendall~~

Clinical Unit: ADULT ED

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?

Nicole is a preceptor that is very "you set the tone & how much you put in" person. She knew how to coach me to make me better & cared about my learning. I got to learn as much &

as independent as I could be - she lets you do a lot! I would recommend

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

Nicole is a very neutral & blunt person - I enjoy that because I am the same way. Someone happy go lucky or needs lots of encouragement might not thrive as well as I did.

Student Signature: Glennendall

Date: 9/19/24