

Instructional Module #: Capstone Precepted Clinical Experience Skills Check List

Critical Care Unit: Adult (MICU, SICU, CICU)

Purpose: This inventory of required skills is to be completed: 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. Assessment</b>					
a. Vital signs			X		L/A
b. Neurological			X		HR
c. Respiratory			X		L/A
d. Cardio-vascular			X		L/A
e. Gastrointestinal			X		L/A
f. Neuro-vascular			X		HR
<b>2. Documentation</b>					
a. Assessment			X	HR	HR
b. Vital signs			X		L/A
c. Admission	X			HR	HR
d. Discharge	X				
e. Transfer	X		X		
<b>3. Collaborative Communication</b>					
a. SBAR		X			HR
b. Case Mgt.	X				
c. Physician		X		HR	
d. Pharmacy	X				
e. Diagnostic	X				
f. Respiratory	X			HR	
g. Pt/OT	X				
h. Chaplain	X				
<b>4. Medication</b>					
a. PO			X	L/A	
b. IVPB			X		HR
c. IM			X	L/A	
d. IV push			X	L/A	
e. Subcutaneous			X		
f. Intradermal		X			
g. Tube feeding			X	L/A	
h. Topical			X		
i. Nasal			X		
j. Rectal	X				
<b>5. Central lines &amp; PICC</b>					
a. Med. admin.			X		L/A
b. Blood draw	X				HR
c. Dressing change			X		HR

d. Clave change	X		X	HR	HR
e. Monitoring	X				
f. Removal	X				
<b>6. Cordis (PA)</b>					
a. Dressing change	X				
b. Removal	X				
<b>7. Drainage (CT, GTube, JP, &amp; Rectal Rubes)</b>					HR
a. Monitoring			X		HR
b. Measure output			X		HR
c. Collect output			X		HR
d. Dressing change	X		X		
e. Removal					
<b>8. Tube feedings (NGT/DHT/OGT)</b>					
a. Insertion	X				
b. Removal	X				
c. Check Residual			X		L.A
d. Flushing			X		HR
e. Initiate Feeding			X		L.A
f. Monitoring			X		
<b>9. Urinary Catheter</b>					
a. Insertion			X		
b. Removal			X		
c. Collect specimen			X		L.A
d. Monitoring			X		
<b>10. Blood sugar test</b>					L.A
a. Use of Glucometer			X		L.A
b. Blood draw			X		HR
c. Finger stick			X		L.A
d. Heel stick			X		
<b>11. Arteries</b>					L.A
a. Blood draw			X		HR
b. Calibration			X		HR
c. Dressing change	X				HR
d. Monitor			X		HR
<b>12. Tracheostomy/ Endotracheal</b>					
a. Suction			X		
b. Dressing change	X				
c. Check placement	X				
d. Monitor			X		
<b>13. Isolation</b>					
a. Contact			X		
b. Droplet			X		
c. Neutropenic			X		

d. Airborne						
<b>14. Peripheral IV</b>				X		
a. Initiate				X		
b. monitor	X					
c. Removal				X	JR	
<b>15. Oxygen Therapy</b>				X	JR	JR
a. Nasal Cannula				X		
b. Ventilator A/C				X		
c. BPAP				X		LA
D. CPAP				X		LA
e. Venturi Mask				X		
f. Oscillator	X					
	X					
<b>16. Ostomy</b>						
a. Measure output						
b. Change bag				X		
c. Skin care				X		
d. Monitor				X		
<b>17. Patient Education</b>						
a. Medication						
b. Safety				X	LA	JR
c. Wound care				X		JR
d. Diet				X		
e. Activity				X		JR
f. Newborn care				X		JR
<b>18. Unit Routines</b>						
a. Admission	X			X		
b. Discharge	X					JR
c. Transport				X		
d. Blood transfusion	X					JR
e. Sepsis protocol				X		
f. Pre-Op care				X		
g. Post-Op care				X		
h. Transfer				X		
i. Huddle				X		
<b>19. Code Blue</b>						JR
a. Observe				X		
b. Participate				X		JR
<b>20. Others</b>						JR
a.						
b.						
c.						
d. Pre/post op CS						
e.						

Student Name (Print) Elizabeth Clauson

Student Signature *Elizabeth Clauson*

Clinical unit: MLCU

Preceptor: Haley Raymond-Sanchez

Date: 09/21/2024

\*Need only once



### Evaluation of Preceptor by Student

Name of Preceptor: Haley Raymond-Sanchez Clinical Unit: micu

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

1. What did you like best about your preceptor?

Haley was a great teacher. She always provided both positive + encouraging feedback. She allowed me to freely practice skills + made me feel more confident as a person/nurse.

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

As far as suggestions - I would say to just keep it up. I think Haley is great with students.

Student Signature: [Signature] Date: 09/21/2024

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?

Personal strengths of mine would include caring, time management, & empathetic.

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

I believe I can always improve more in communication + confidence.

Student Signature: Elizabeth Sain Date: 09/21/2024

IM8: Capstone Appraisal of Student Performance

Need a COPY X

(preceptor Completes and Review with student)

Student: Elizabeth Gausin

Midterm: \_\_\_\_\_

Unit: MICU

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?

I think Elizabeth has an extremely strong work ethic, integrity, and willingness to learn. she will do great and is ready to hit the floor running with these skills.

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

I think Elizabeth can improve on her self confidence in her practice. she knows what the correct answer or correct thing to do is already but can work on trusting in herself that she already knows.

Preceptor Signature: Haley Raymond RN Date: 9/20/24  
 Student Signature: Elizabeth Gausin Date: 09/21/24

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Elizabeth Gausin UNIT: MICU Preceptor: Haley Raymond

<p><b>Instructions:</b></p> <p><b>1. Student's responsibility:</b></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><b>2. Preceptor's responsibility:</b></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><b>3. Student &amp; preceptor must sign their Initial every each clinical day.</b></p>	<p><b>Highlights: Example ( written )</b></p> <ol style="list-style-type: none"> <li>1. Team work-Rapid response</li> <li>2. learning opportunities -Staph infection</li> <li>3. Post op admission</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Anticipation of patient needs</li> <li>3. working on skills on Blood draw</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. NGT insertion</li> <li>2. Orthostatic vital sign</li> <li>3. Trach suctioning</li> </ol>	<p><b>Date/Initial</b> =Student = Preceptor</p> <p>Date: 10/23/2018</p> <p><u>E. Hamilton</u> Student</p> <hr/> <p><u>A. Santos</u> Preceptor</p>	
<p><u>DAY 1</u></p> <p>Highlights:</p> <ol style="list-style-type: none"> <li>1. having /learning about PA cath</li> <li>2. Blood draw central line</li> <li>3. Observing various EKG rhythms</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Developing critical thinking</li> <li>2. teamwork w/ coworkers</li> <li>3. 12 lead technique</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Blood draw central line</li> <li>2. Tube feeding</li> <li>3. Art line - zero and flush</li> <li>4. 12 lead EKG</li> </ol>	<p><u>DAY 3</u></p> <p>Date/Initial =Student =Preceptor</p> <p>Date: <u>8/23</u></p> <p><u>Glynda</u> Student</p> <hr/> <p><u>HR</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Assisting in code blue</li> <li>2. studying crash cart</li> <li>3. Time management</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Getting used to charting</li> <li>2. Answering family questions</li> <li>3. EKG reading</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. OG tube meds</li> <li>2. Blood draw new cath</li> <li>3. interpreting X rays</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>08/29</u></p> <p><u>Elizabeth Gausin</u> Student</p> <hr/> <p><u>HR</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Art line blood draw</li> <li>2. MEDS through OG tube</li> <li>3. Hang IV MEDS</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Ask questions</li> <li>2. PT education</li> <li>3. Communication @ bedside</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. med pass education</li> <li>3. Central line Dressing Change</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>08/25/24</u></p> <p><u>Glynda</u> Student</p> <hr/> <p><u>HR</u> Preceptor</p>	<p><u>DAY 4</u></p> <p>Highlights:</p> <ol style="list-style-type: none"> <li>1. watch central line placement</li> <li>2. Drawing blood</li> <li>3. PEG tube meds</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Practicing hands on skills</li> <li>2. Time management</li> <li>3. patient education (meds/procedures)</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Bladder scanner</li> <li>2. Blood draw art line</li> <li>3. Blood transfusion set up</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: <u>9/30</u></p> <p><u>Glynda</u> Student</p> <hr/> <p><u>HR</u> Preceptor</p>

1  
2  
3

27

DAY 5		DAY 8	
<p>Highlights:</p> <ol style="list-style-type: none"> <li>MRE soft neck ties</li> <li>Time management</li> <li>Giving report</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>med knowledge</li> <li>improving IV gtt knowledge</li> <li>Anticipating needs/think ahead</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>Sedation vacation (awakening) trial</li> <li>managing restraints-combative pt.</li> <li>prop tubing</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 9/5</p> <p>ES Student</p> <p>HR Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>timely documentation</li> <li>med administration IV</li> <li>respiral panel</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>beginning <sup>more comfortable</sup> w/ IV pumps</li> <li>Delegating small tasks</li> <li>MV/TT tasking</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>recognizing EKG <math>\Delta</math></li> <li>Titriating MEDS</li> <li>Art line blood draw</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 9/14</p> <p>ES Student</p> <p>HR Preceptor</p>
<p>DAY 6</p> <p>Highlights:</p> <ol style="list-style-type: none"> <li>Witnessing visible pt improvement</li> <li>Drawing blood.</li> <li>IV sedation titrations</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>Soft skills</li> <li>Implementing EBP</li> <li>Therapeutic communication</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>Art line set up/chrng. <math>\Delta</math></li> <li>4 point soft restraints</li> <li>Wasting narcotics in pyxis</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 9/6</p> <p>ES Student</p> <p>HR Preceptor</p>	<p>DAY 9</p> <p>Highlights:</p> <ol style="list-style-type: none"> <li>Straight stick blood draw</li> <li>Building therapeutic relationship</li> <li>Managing Labile ICU pt</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>EKG reading &gt; blocks</li> <li>Getting more sticks IV + blood</li> <li>Confidence w/ telephone SBAR</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>Communicating w/ care team + RT</li> <li>Set up room for admit</li> <li>ETT suctioning</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 9/15</p> <p>ES Student</p> <p>HR Preceptor</p>
<p>DAY 7</p> <p>Highlights:</p> <ol style="list-style-type: none"> <li>Admit</li> <li>Saw pt being intubated</li> <li><del>drawing</del> drawing blood</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>Communicating w/ interdisciplinary teams.</li> <li>TV pumps</li> <li>Communicating w/ pt family</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>OG tube insertion</li> <li>12 lead EKG</li> <li>insulin gtt protocol + titration</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 9/13</p> <p>ES Student</p> <p>HR Preceptor</p>	<p>DAY 10</p> <p>Highlights:</p> <ol style="list-style-type: none"> <li>meds</li> <li>hourly rounding</li> <li>Overall patient <sup>care</sup> feedback</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>Critical Thinking</li> <li>Titriating PTTs</li> <li>Multi tasking in pt room</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>Cheetah monitor</li> <li>Art line blood Draw</li> <li>Bipap machine settings/ Applying to pt</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 9/21</p> <p>ES Student</p> <p>JW Preceptor</p>

Student Name Elizabeth Gausin

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Print & Signature
08/23/24	1840-0713	MICU	Haley Raymond <i>Haley Raymond</i>
08/24/24	1845-0714	MICU	Haley Raymond <i>Haley Raymond</i>
08/28/24	1840-0655	MICU	Haley Raymond <i>Haley Raymond</i>
08/29/24	1839-0742	MICU	Haley Raymond <i>Haley Raymond</i>
09/05/24	1838-0727	MICU	Haley Raymond <i>Haley Raymond</i>
09/13/24	1839-0709	MICU	Haley Raymond <i>Haley Raymond</i>
09/14/24	1838-0700	MICU	Haley Raymond <i>Haley Raymond</i>
09/04/24	1839-0727	MICU	Haley Raymond <i>Haley Raymond</i>
09/15/24	1838-0700	MICU	Haley Raymond <i>Haley Raymond</i>
09/20/24	1842-0701	MICU	Haley Raymond <i>Haley Raymond</i>

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 *Haley Raymond*

Preceptor's Signature *Haley Raymond*