



Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Lily Thompson

UNIT: M/B, L/D, nurse

Preceptor: Anaela Douma (M/B)  
Cecilia Leaney (L/D, nursery)  
Krysten Gomez (Lac)

Instructions:	Highlights: Example ( written )		Date/Initial
<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>1. Team work-Rapid response</b></p> <p><b>2. learning opportunities -Staph infection</b></p> <p><b>3. Post op admission</b></p> <p>Areas to improve:</p> <p><b>1. Assessment</b></p> <p><b>2. Anticipation of patient needs</b></p> <p><b>3. working on skills on Blood draw</b></p> <p>Skills observed &amp; performed:</p> <p><b>1. NGT insertion</b></p> <p><b>2. Orthostatic vital sign</b></p> <p><b>3. Trach suctioning</b></p>		<p>=Student</p> <p>=Preceptor</p> <p>Date:</p> <p>10/23/2018</p> <p><u>E. Hamilton</u></p> <p>Student</p> <hr/> <p><u>A. Santos</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. cord cutting</p> <p>2. lactation edu.</p> <p>3. NB transition to M/B</p> <p>Areas to improve:</p> <p>1. Transition med admin</p> <p>2. NB paperwork</p> <p>3. Learning what to document</p> <p>Skills observed &amp; performed:</p> <p>1. Newborn hourly assessment</p> <p>2. NB transit assessment</p> <p>3. NB feeding</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/19/24</p> <p><u>L. Thompson</u></p> <p>Student</p> <hr/> <p><u>JSB</u></p> <p>Preceptor</p>	<p>Highlights:</p> <p>1. NICU mom pt</p> <p>2. admit blue report sheet</p> <p>3. fundal rub</p> <p>Areas to improve:</p> <p>1. SBAR report</p> <p>2. locating fundus position</p> <p>3. choosing med. priority (pain)</p> <p>Skills observed &amp; performed:</p> <p>1. BB on baby</p> <p>2. Admit from C/S</p> <p>3. post-op (C/S) vitals</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/21/24</p> <p><u>L. Thompson</u></p> <p>Student</p> <hr/> <p><u>[Signature]</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. Secondary nurse in C/S</p> <p>2. Airway mgmt during circ</p> <p>3. Mercurium usage</p> <p>Areas to improve:</p> <p>1. talking to pt about consents</p> <p>2. holding baby w/ssa</p> <p>3. PKU tests</p> <p>Skills observed &amp; performed:</p> <p>1. Performed full 1hr transition</p> <p>2. recognized cues</p> <p>3. 24 hour assessment</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/24/24</p> <p><u>L. Thompson</u></p> <p>Student</p> <hr/> <p><u>[Signature]</u></p> <p>Preceptor</p>	<p>Highlights:</p> <p>1. Donor milk edu.</p> <p>2. Circ edu.</p> <p>3. baby VDS</p> <p>Areas to Improve:</p> <p>1. sensor D/O</p> <p>2. fundus massage</p> <p>3. latch help</p> <p>Skills observed &amp; performed:</p> <p>1. Discharge couplet</p> <p>2. Couplet admission</p> <p>3. fundus assessment</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/26/24</p> <p><u>L. Thompson</u></p> <p>Student</p> <hr/> <p><u>[Signature]</u></p> <p>Preceptor</p>

- a. Contact
- b. Prone
- c. Neutral
- d. Ankle
- e. Dressing change
- f. Bowing

<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. D/C Newborn</li> <li>2. Safety sensor removal</li> <li>3. NB Assessment</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Charting D/C</li> <li>2. "milk" ing during PWD</li> <li>3.</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. 14 hr</li> <li>2. PKU test</li> <li>3. AKB edu</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date: 10/21/24</p> <p>L. Thompson Student AS Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>Date/Initial =Student =Preceptor</p> <p>Date:</p> <p>Student</p> <p>Preceptor</p>
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Capstone Preceptor Appraisal of Student Performance  
Preceptor Completes and Reviews with Student

Student: Lily Thompson

Midterm: ✓

Final: \_\_\_\_\_

Unit: Mom / 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?

Lily takes initiative & wants to learn!  
She has a great rapport with the patients! They love her!

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

Changing everyone needs to work on this!

Preceptor Signature: [Signature] Date: 10/31/24

Student Signature: [Signature] Date: 10/31/24

Student: Lily Thompson

Midterm:

Final: \_\_\_\_\_

Unit: Nursery

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 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?

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

Preceptor Signature: Cecilia Ramirez RNC Date: 10/31/24

Student Signature: Lily Thompson Date: 10/31/24