

Evaluation of Preceptor by Student

Name of Preceptor: Lauren Blevins Clinical Unit: PED

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 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?

Allowed for me to learn w/ a lot of independence & trust.

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

More prompting questions

Student Signature: L. Ware Date: 2/17/25

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. Safety/Quality: I Integrate nursing care using evidence-based practice to promote safety and quality for patients, self and others			✓
b. Communication: I Communicate and collaborate effectively with patients, family, and members of the interdisciplinary team in various healthcare settings. (Documentation, Patient advocacy, & SBAR)		✓	
c. Clinical judgement: 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. Patient centered care: I integrate nursing care for patients from diverse backgrounds based on patient age, culture, values, and educational needs.			✓
e. Professionalism: 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?

quick learner, team work, eager to learn new skills

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

Skills and DC education, & communicating w families throughout the entire ER visit. to ensure ~~the~~ understanding ~~for~~ tx. of

Student Signature: _____

L. Dane

Date: _____

2/16/25

Highlights

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Lauren Dane UNIT: PED Preceptor: Lauren Blerins

<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</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 & 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. Giving report + OOR</p> <p>2. PO & IV meds</p> <p>3. Discharges</p> <p>Areas to Improve:</p> <p>1. Assessment</p> <p>2. Lung sounds</p> <p>3. Syringe pump use</p> <p>Skills observed & performed:</p> <p>1. Med admin</p> <p>2. Teaching</p> <p>3. Swabs - strep / Flu / COVID charting!</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date:</p> <p><u>1/19/25</u></p> <p>Student</p> <p><u>LDane</u></p> <p>Preceptor</p> <p><u>LB</u></p>	<p>Highlights:</p> <p>1. Taking multiple pts ^{at once}</p> <p>2. DC education</p> <p>3. Suctioning (nasal)</p> <p>Areas to Improve:</p> <p>1. Lung sounds - identify</p> <p>2. Charting</p> <p>3. Questions to ask for ^{asses} _{ment}</p> <p>Skills observed & performed:</p> <p>1. Med admin</p> <p>2. Teaching</p> <p>3. Swabs</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 1/26</p> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. Male straight cath</p> <p>2. multiple pts ^{safety} _{at once}</p> <p>3. Charting / rounding ^{time} on</p> <p>Areas to Improve:</p> <p>1. Lung sounds - identifying</p> <p>2. Fall risk interventions</p> <p>3. IVs</p> <p>Skills observed & performed:</p> <p>1. Straight cath</p> <p>2. Med admin</p> <p>3. Teaching</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 1/27</p> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>	<p>Highlights:</p> <p>1. Worked on assessments</p> <p>2. Successful IV start!</p> <p>3. Triage</p> <p>Areas to Improve:</p> <p>1. Charting fall risk interventions</p> <p>2. using Rover phone</p> <p>3. Assessments</p> <p>Skills observed & performed:</p> <p>1. IV Start</p> <p>2. Teaching</p> <p>3. Med cath straight</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 1/31</p> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>

<p>Highlights:</p> <ol style="list-style-type: none"> 1. Successful IV start 2. Identifying wheezing on my ^{learning to} hand ^{on my} hand 3. Using ^{using} syringe pump <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Charting 2. Confidence in assessment 3. Lung sounds (abnormal) <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV Start: (18g) <u>X2</u> 2. Starting meds. c syringe pump 3. Infant IV start observed 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>2/3/25</p> <hr/> <p>Date:</p> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>	<p>Highlights: -SANE pt</p> <ol style="list-style-type: none"> 1. IV Start 2. Trauma 3. Identifying UA vs lung sounds <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Flow of work 2. AB ^{Nasal} suctioning 3. Syringe pump use <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV Start - performed 2. Using pump 3. Toddler IV start observed 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 2/6/25</p> <hr/> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>
<p>Highlights: Grave report to pedi.</p> <ol style="list-style-type: none"> 1. Successful IV Start 2. Getting better at physical assessment 3. Practicing DC education <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Clear, concise DC education 2. FA IVs - No more ACs 3. Assessment ^{questions} if possible <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. IV Start - performed 2. Using pump 3. Syringe pump practice 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>2/13</p> <hr/> <p>Date:</p> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Improving resp assessment 2. Lots of assessments 3. Psych triage <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Triage ^{questions} 2. DC ^{DC} triage charting 3. SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Swabs 2. Med admin 3. Straight sticks <p>FA IV Start - performed</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>2/15</p> <hr/> <p>Date:</p> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. Straight cath - female 2. IV Start - <u>Q</u> hand 22g 3. Calming inconsolable pt <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Charting 2. SKILLS 3. SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Straight cath - female 2. Infant IV Start - observed 3. IV start - 22g <u>Q</u> hand 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p><u>LD</u></p> <hr/> <p>Date: 2/16</p> <hr/> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. Feeling confident in assessments 2. Better DC education 3. Splint teaching <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. ^{on the} patients 2. Skills ^{splints,} ^{charting} 3. SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Swabs 2. meds 3. IV Start - Toddler observed 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 2/17</p> <hr/> <p><u>LDane</u></p> <p>Student</p> <p><u>LB</u></p> <p>Preceptor</p>

Student Name Lauren Dane

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Print & Signature
1/19/25	0629-1852	Pedi ED	Lauren Blevins / Lauren Blevins
1/26	0635-1855 1855	Pedi ED	Lauren Blevins
1/27	0632-1857	Pedi ED	Lauren Blevins
1/31	0630-1855	Pedi ED	Lauren Blevins
2/3	0635-1858	Pedi ED.	Lauren Blevins
2/6	0640-1855	Pedi ED	Lauren Blevins
2/13	0636-1852	Pedi ED	Lauren Blevins
2/15	06 0637-1851	Pedi ED	Lauren Blevins
2/16	0639-1851	Pedi ED	Lauren Blinn
2/17	0645-	Pedi ED	Lauren Blinn

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 Lauren Blevins, RN

* Preceptor's Signature _____

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			✓	✓ 1/19 LB	✓ 1/20 LB
b. Head-to Toe		✓	✓	✓ 1/19 LB	✓ 1/20 LB
c. Home medication	✓				
d. Triage categories	✓			✓ 2/15 LB	
e. Documentation	✓			✓ 1/19 LB	✓ 1/20 LB, 1/21, 2/13, ✓ 2/15 LB, 2/16 LB
2. Medication					
a. PO		✓	✓	✓ 1/19 LB	
b. IVPB		✓	✓	✓ 1/19 LB	
c. IM		✓	✓	✓ 1/19 LB	
d. IV push		✓	✓	✓ 2/18 LB	
e. IM		✓	✓	✓ 1/20 LB	
f. Subcutaneous		✓	✓		
g. Intradermal	✓				
h. Topical	✓				
i. Nasal	✓				
j. Rectal	✓			✓ 1/31 LB	
3. Peripheral IV					
a. Initiate		✓	✓	✓ LB 1/31, 2/13	
b. Monitor					
c. Blood draw			✓	✓ LB 1/31	
d. Removal			✓	✓ 1/19 LB	
4. Oxygen Therapy					
a. Nasal Cannula			✓		
b. Face Mask	✓	✓			
c. High flow	✓				
5. Urinary Catheter					
a. Insertion		✓		✓ 1/27 LB	✓ 2/16
b. Collect specimen			✓	✓ 1/27 LB	
c. Monitoring			✓		
d. Removal			✓		
6. Blood sugar test					
a. Use of glucometer			✓		
b. Finger stick			✓		
c. Heel stick	✓				
7. Gastric Tube (NGT, OGT, PEG)					
a. Insertion		✓	✓		
b. Gavage			✓		
c. Flushing			✓		
d. Medication			✓		
e. Initiate feeding			✓		
f. Check residual			✓		
g. Removal			✓		
8. Drainage (CT & Rectal tube)					
a. Measure output			✓		
b. Collect output			✓		

c. Monitoring			✓		
d. Removal	✓				
9. Ostomy					
a. Measure output			✓		
b. Skin care					
c. Change bag	✓				
d. Monitor			✓		
9. Documentation					
a. Admission	✓				
b. Assessment	✓				✓ LB 1/19, 27
c. Vital signs			✓		✓ LB 1/19, 1/27
d. Discharge	✓				✓ LB 1/19, 1/27
e. Transfer	✓				✓ 1/19, 1/27, 1/31
10. Collaborative Communication					
a. SBAR		✓	✓		✓ LB 1/19 ✓ 2/13 LB
b. Case Mgt.	✓				
c. Physician	✓				✓ LB 1/19, 1/27
d. Pharmacy	✓				
e. Diagnostic	✓				
f. Respiratory			✓		✓ 2/16 LB
g. Chaplain	✓				
h. Child life			✓		✓ LB 1/31
i. SANE	✓				
j. Security	✓				
11. Unit Routines					
a. Massive BT	✓				
b. Sepsis protocol	✓				
c. Stroke Protocol	✓				
d. Chest pain protocol			✓		
e. Suicidal ideation			✓		✓ 2/16 LB
f. Child/adult abuse	✓				
g. Referral to Hosp.					
h. Admission			✓		✓ 1/19 LB
i. Discharge	✓				✓ 1/19 LB ✓ all shifts ✓ all shifts LB
j. Transfer	✓				✓ 1/19 LB
12. Patient education					
a. Medication		✓	✓		✓ 1/19 LB
b. Safety		✓	✓		✓ 1/19 LB
c. Diet		✓	✓		✓ 1/31 LB
d. Activity		✓	✓		✓ 1/31 LB
e. Follow-up	✓				✓ 1/19 LB
f. Community resources	✓				
13. Test					
a. Strep test			✓		✓ 1/19 LB
b. Flu test			✓		✓ 1/19 LB
c. Alcohol level	✓				
d. Drug test	✓				✓ 2/3 LB
14. Code Blue					
a. Observe	✓		✓		
b. participate	✓				
15. Others					
a.					
b.					

c.					
d.					
e.					

Student Name (PRINT) Lauren Dane

Student Signature *L Dane*

Clinical unit: PED

Preceptor: Lauren Blerins

Date: 2/17/25

IM8: Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student: Lauren Dane

Midterm: _____

Unit: PED

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. Safety/Quality: Integrate nursing care using evidence-based practice to promote safety and quality for patients, self and others			✓
b. Communication: Communicate and collaborate effectively with patients, family, and members of the interdisciplinary team in various healthcare settings. (SBAR, Documentation, patient advocacy)			✓
c. Clinical judgement: 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. Patient centered care: Integrate nursing care for patients from diverse backgrounds based on patient age, culture, values, and educational needs.			✓
e. Professionalism: 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?

She has done great! Asks questions, picks up on things quickly, remembers to do tasks without being reminded. Great with IVs!

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

None!

Preceptor Signature: Lauren Brimms, RN Date: 2/17/25

Student Signature: LDane Date: 2/17/25