

Student Name Emma Martin

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Print & Signature
01/17/25	1840-0915	PICU	<i>[Signature]</i> GTR
01/21/25	1845-0715	PICU	<i>[Signature]</i> GTR
01/22/25	1840-0715	PICU	<i>[Signature]</i> GTR
01/28/25	1845-0715	ED	<i>[Signature]</i> GTR
01/31/25	1845-0715	PICU	<i>[Signature]</i> GTR
02/05/25	1845-0715	PICU	<i>[Signature]</i> GTR
02/07/25	1845-0715	PICU	<i>[Signature]</i> GTR
02/12/25	1845-0715	PICU	<i>[Signature]</i>
02/13/25	1840-0720	PICU	<i>[Signature]</i>
02/17/25	1842-0730	PICU	<i>[Signature]</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 *[Signature]*  
 Preceptor's Signature *[Signature]*

**Instructional Module \*: Capstone Precepted Clinical Experience Skills Check List**  
**Critical Care Unit: NICU & PICU**

**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>I. Assessment</b>		✓	✓		✓
a. Gestational age			✓		✓
-EDC/LMP			✓		✓
- Ballards Scoring					✓
1. Physical			✓		✓
2. Neurological			✓		✓
b. Physical assessment			✓		✓
- Integumentary			✓		✓
- HEENT			✓		✓
- Respiratory			✓		✓
- Cardiovascular			✓		✓
- Gastrointestinal			✓		✓
- Genitourinary			✓		✓
- Musculoskeletal			✓		✓
- Neurological			✓		✓
c. Behavioral Assessment			✓		✓
- Neonatal		✓	✓		✓
abstinence		✓	✓		✓
scoring		✓	✓		✓
d. Pain Assessment			✓		✓
- NPASS/FLAC			✓		✓
- NPASS sedation		✓	✓		✓
e. Vital signs			✓		✓
f. Apgar scoring		✓	✓		✓
<b>II. Medication</b>			✓		✓
a. Per orem			✓		✓
b. NGT/OGT			✓		✓
c. Topical			✓		✓
d. IM-Vastus lateralis		✓	✓		✓
e. Rectal			✓		✓
f. Nasal			✓		✓
g. Ophthalmic			✓		✓
h. IV/Central line			✓		✓
i. Calculate dosing		✓	✓	✓	✓
j. Calculate drips		✓	✓	✓	✓
k. Emergency drug sheet			✓	✓	✓
<b>III. Care management</b>					
a. IVF/CVL			✓		✓
1. UVC			✓		✓
2 UAC			✓		✓
- Change of fluids			✓		✓
- Transducer			✓		✓
maintenace &			✓		✓
calibration/level			✓		✓
- Transducer set up	✓		✓		✓
- Blood collection			✓		✓
3. PICC			✓		✓
4. BROVIAC	✓		✓		✓
5. Peripheral			✓		✓

arterial line				✓	✓	✓	
- Clave change	✓				✓	✓	✓
- Dressing change					✓	✓	✓
- Adm. of TPN			✓		✓	✓	✓
-Adm. Lipids	✓			✓	✓	✓	✓
- Assist CVL placement	✓				✓	✓	✓
<b>IV. Chest Tubes Mgt.</b>							
- Check MD orders			✓		✓		
- Set up CTubes	✓				✓		
- Assist In CTubes placement	✓				✓		
removal	✓						
- CTube dressing change	✓				✓	✓	
- Monitoring					✓	✓	
a. suction level				✓		✓	
b. Drainage level				✓		✓	
c. Air leaks				✓			
<b>V. Enteral Feedings</b>							
- Insertion OGT/NGT	✓			✓			
- Removal of tubes					✓	✓	✓
- Check placement & residual				✓	✓	✓	✓
- Monitor				✓		✓	✓
- calculate ml/min	✓			✓	✓	✓	✓
- Dressing change					✓	✓	✓
- Care of Ostomy				✓		✓	✓
- Care of gastric decompression	✓					✓	✓
<b>VI. Tracheostomy Mgt.</b>							
- Check placement			✓		✓	✓	✓
- Suctioning				✓	✓	✓	✓
- Dressing change		✓			✓	✓	✓
- Check for air leak site, & O2		✓			✓	✓	✓
<b>VII. Laboratory</b>							
- Check MD orders				✓	✓	✓	✓
- Collection				✓	✓	✓	✓
a. Heel stick		✓			✓	✓	✓
b. Blood draw				✓		✓	✓
-Broviac		✓					✓
- UC		✓					✓
c. Tracheal / nasal aspirate		✓					✓
d. Skin swab		✓				✓	✓
- Diagnostic test						✓	✓
a. Urinalysis				✓	✓	✓	✓
b. Blood culture		✓			✓	✓	✓
c. Glucometer				✓	✓	✓	✓
d. Urine drug test				✓	✓	✓	✓
e. LP	✓						
f. Thoracentesis	✓						
- Interpret Lab. results				✓	✓	✓	✓
a. CBC				✓	✓	✓	✓
b. BMP/CMP				✓	✓	✓	✓

c. ABG				✓			✓	
d. CXR				✓			✓	
VIII. Oxygen MGT.	✓						✓	
- HFJV	✓						✓	
- HFOV	✓						✓	
- NIPPV	✓						✓	
- A/C Mode	✓						✓	
- SIMV-Invasive	✓						✓	
- Bubble CPAP	✓						✓	
- CPAP vent	✓						✓	
- HFNC			✓	✓			✓	
- Nasal Cannula			✓	✓			✓	
- Venti Mask			✓	✓			✓	
- Weaning (ROAR)	✓						✓	
VIII. NICU age appr't equipments								
- Incubator			✓	✓			✓	
- Radiant warmer			✓	✓				
- Phototherapy	✓							
a. Bililght care	✓							
b. Check transcutaneous Bilirubin	✓							
c. Check Bililghth distance	✓							
X. Documentation			✓	✓			✓	
- Timely			✓	✓			✓	
- Accurate			✓	✓			✓	
- Correct abrev't			✓	✓			✓	
- Process							✓	
a. Admission	✓						✓	
d. Discharge	✓						✓	
e. Transfer	✓						✓	
f. Teaching	✓						✓	
g. Assessment			✓	✓			✓	
h. Vital signs			✓	✓			✓	
XI. Collaborative Communication			✓	✓			✓	
- Referrals		✓					✓	
- SBAR			✓	✓			✓	
- Physician			✓	✓			✓	
- Pharmacy			✓	✓			✓	
- Diagnostic			✓	✓			✓	
- Respiratory			✓	✓			✓	
- Case manager			✓	✓			✓	
- Chaplain			✓	✓			✓	
XII. Adm/Discharge								
a. Admission			✓	✓			✓	
- Routine adm.			✓	✓			✓	
- Small Baby adm			✓	✓			✓	
- Bed Preparation			✓	✓			✓	
- Unit transport			✓	✓			✓	
- Education			✓	✓			✓	
b. Dscharge			✓	✓			✓	
- Newborn screening	✓							
- Hearing screening	✓							
- CHD screening	✓							
- Car seat challenge			✓					

- Education				✓			✓		
XIII. Others									
a. Assist									
- Adm. surfactant	✓								
- Intubation				✓					
- Eye exam	✓								
b. Participate in code team			✓						
c. Observe				✓					
- NSDelivery				✓					
- Ceasarian section	✓							✓	
d. Practice Infection control protocols				✓				✓	
e. Prep for pre-op				✓					
f. Post op mgt.				✓				✓	
g. Monitoring				✓				✓	
- ICP				✓				✓	
- EVD				✓				✓	

Student Name (print): Emma Martin

Student Signature: 

Clinical Unit: PICU

Date: 02/20/25

Evaluation of Preceptor by Student

Name of Preceptor: Megan Dell Clinical Unit: PICU

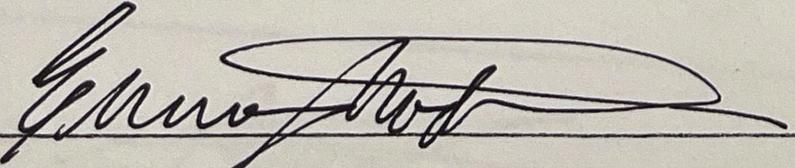
Please rate your preceptor on each question 1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Supert	Rating Please circle
Establishes a good learning environment (approachable, nonthreatening, enthusiastic, etc.)	1 2 3 4 <u>5</u>
Stimulates me to learn independently	1 2 3 4 <u>5</u>
Allows me autonomy appropriate to my level/ experience/ competence	1 2 3 4 <u>5</u>
Organizes time to allow for both teaching and care giving	1 2 3 4 <u>5</u>
Offers regular feedback (both positive and negative)	1 2 3 4 <u>5</u>
Clearly specifies what I am expected to know and do during the training period	1 2 3 4 <u>5</u>
Adjusts teaching to my needs (experience, competence, interest, etc.)	1 2 3 4 <u>5</u>
Asks questions that promote learning (clarifications, probes, Socratic questions, reflective questions, etc.)	1 2 3 4 <u>5</u>
Gives clear explanations/reasons for opinions, advice, or actions	1 2 3 4 <u>5</u>
Adjusts teaching to divers settings (bedside, charting, nurses station, etc.)	1 2 3 4 <u>5</u>
Coaches me on my clinical/ technical skills (patient history, assessment, procedural, charting)	1 2 3 4 <u>5</u>
Incorporates research data and/or practice guidelines into teaching	1 2 3 4 <u>5</u>
Teaches diagnostic skills (clinical reasoning, selection/interpretation of tests, etc.)	1 2 3 4 <u>5</u>
Teaches effective patient and/or family communication skills	1 2 3 4 <u>5</u>
Teaches principles of cost-appropriate care (resource utilization, etc.)	1 2 3 4 <u>5</u>

1. What did you like best about your preceptor?

She was very helpful with documentation. She was able to sit down with me and go over everything that I needed to work on.

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

none at this time.

Student Signature:  Date: 02/20/25

Evaluation of Preceptor by Student

Name of Preceptor: Garrett Reynolds Clinical Unit: PICU

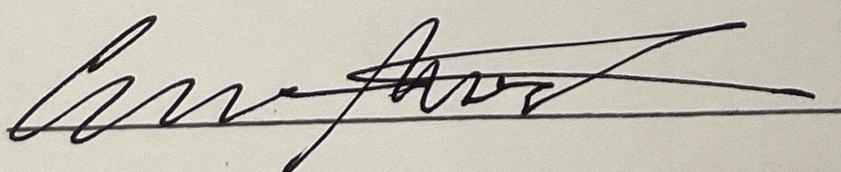
Please rate your preceptor on each question 1=Never/Poor 2=Seldom/Mediocre 3=Sometimes/Good 4=Often/Very Good 5=Always/Superb	Rating Please circle
Establishes a good learning environment (approachable, nonthreatening, enthusiastic, etc.)	1 2 3 4 (5)
Stimulates me to learn independently	1 2 3 4 (5)
Allows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

Garrett cares a lot about his pts. He is an excellent preceptor; really goes into depth with things that I need clarification on.

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

The only thing I would suggest is ~~more~~ explaining documentation to me a little more on the 2nd day. <sup>(more questions)</sup> :)

Student Signature:  Date: 02/20/25

## IM8 Capstone Preceptorship: Student Self-Evaluation

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

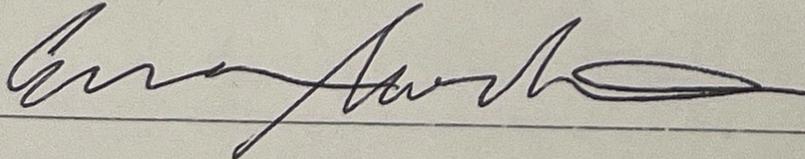
	I need significant guidance	I need average guidance	I need minimal guidance
a. <b>Safety/Quality:</b> I Integrate nursing care using evidence-based practice to promote safety and quality for patients, self and others			✓
b. <b>Communication:</b> I Communicate and collaborate effectively with patients, 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?

Caring for pts of all backgrounds ; having a nonjudgmental attitude. Safety of pt ; family.

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

Prioritization ; confidence.

Student Signature:  Date: 02/27/25

<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. med admin</li> <li>2. assessing care</li> <li>3. asking good questions</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. ABC's</li> <li>2. Ocillator setting Vent</li> <li>3. art line</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. med admin</li> <li>2. assessment skill</li> <li>3. IV assessment</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p>2/5/25</p> <p>Date: 01/31/25</p> <p><u>Emma Martin</u> Student</p> <p><u>[Signature]</u> Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. ABC's</li> <li>2. Trach care/mgt</li> <li>3. EVD</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. ABC interpretation</li> <li>2. Neuro PT mgt</li> <li>3. movement of PT</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. IV/Picc assessment</li> <li>2. meds</li> <li>3. EVD care</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p>Date: <u>Emma Martin</u> 01/31/25</p> <p>Student</p> <p>Preceptor</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. PT care</li> <li>2. assessment skills</li> <li>3. med admin</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Preceptor skills</li> <li>2. wost mgt</li> <li>3. Time management</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. sterile change change</li> <li>2. ped care</li> <li>3. med admin</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p>2/10/25</p> <p>Date:</p> <p><u>E. Martin</u> Student</p> <p><u>[Signature]</u> Preceptor</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Thinking ahead</li> <li>2. Salem sump</li> <li>3. ENP / palliative</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. charting</li> <li>2. confidence</li> <li>3. prioritization</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. med admin</li> <li>2. interpersonal comm.</li> <li>3. Time-management</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p>Date:</p> <p>2/12</p> <p><u>Emma Martin</u> Student</p> <p>Preceptor</p> <p><u>WD</u></p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. 2 vent management</li> <li>2. responding to alarms</li> <li>3. restraints</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. charting</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p><del>2/13/25</del></p> <p>Date: 2/13</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. Primary RN Role</li> <li>2. PRN prioritization</li> <li>3. admit</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Med prep</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p>Date: 2/19</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>2. managing vents</li> <li>3. prioritization</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. IV meds. of all sorts</li> <li>2. recognizing PRN use</li> <li>3. delegation</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p><u>E. Martin</u> Student</p> <p>Preceptor</p> <p><u>WD</u></p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>2. confidence</li> <li>3. time management</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. g-tube meds</li> <li>2. admit</li> <li>3. landing a pt.</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <p><u>E. Martin</u> Student</p> <p>Preceptor</p> <p><u>WD</u></p>

IM8: Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student: EMMA MARTIN

Midterm: ✓

Unit: PICU

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			X
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)			X
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)		X	
d. <b>Patient centered care:</b> Integrate nursing care for patients from diverse backgrounds based on patient age, culture, values, and educational needs.			X
e. <b>Professionalism:</b> Integrate knowledge, skills, and attitudes required of the professional nurse, embracing lifelong learning to improve the quality of healthcare.			X

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

She cares so much about the patients, and works very hard. a great nurse in the making!

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

prioritization, but nothing not expected of a student

Preceptor Signature: [Signature] Date: 2/20/25

Student Signature: [Signature] Date: 2/20/25