

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Paulina Calzada UNIT: MICU Preceptor: Bailey R. & Olivia S.

<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> <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><b>Areas to improve:</b></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><b>Skills observed &amp; performed:</b></p> <p><b>1. NGT insertion</b></p> <p><b>2. Orthostatic vital sign</b></p> <p><b>3. Trach suctioning</b></p>		<p><b>Date/Initial</b></p> <p><b>=Student</b></p> <p><b>= Preceptor</b></p> <p><b>Date:</b></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><b>Highlights:</b></p> <p>1. Observed bronchoscopy</p> <p>2. removed ART line</p> <p>3. insert foley catheter</p> <p><b>Areas to improve:</b></p> <p>1. time management</p> <p>2. medication education</p> <p>3. assessment skills</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. inserted foley cath</p> <p>2. removed ART line</p> <p>3. NB tube meds/started tube feed</p>	<p><b>Date/Initial</b></p> <p><b>=Student</b></p> <p><b>=Preceptor</b></p>	<p><b>Highlights:</b></p> <p>1. learned about ECMO</p> <p>2. CRRT</p> <p>3. Observed paracentesis</p> <p><b>Areas to improve:</b></p> <p>1. time management</p> <p>2. medication education</p> <p>3. assessment + skills</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. drew labs thru PICC</p> <p>2. nasal swab (MRSA)</p> <p>3. observed sterilization of ultrasound probe</p>	<p><b>Date/Initial</b></p> <p><b>=Student</b></p> <p><b>=Preceptor</b></p> <p><b>Date:</b></p> <p>1-31-2025</p> <p><u>PC</u></p> <p>Student</p> <p><u>BR</u></p> <p>Preceptor</p>
<p><b>Highlights:</b></p> <p>1. watched RSI</p> <p>2. experienced a triple ICU assignment</p> <p>3. escalation of pressor support</p> <p><b>Areas to improve:</b></p> <p>1. time mgmt</p> <p>2. medication education</p> <p>3. assessment skills</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. put a foley catheter in</p> <p>2. oral care on both patients</p> <p>3. central line dressing change</p>	<p><b>Date/Initial</b></p> <p><b>=Student</b></p> <p><b>=Preceptor</b></p>	<p><b>Highlights:</b></p> <p>1. Had an admission</p> <p>2. drew labs from peripheral</p> <p>3. discussed palliative care w/ family</p> <p><b>Areas to improve:</b></p> <p>1. time management</p> <p>2. medication education</p> <p>3. assessment skills</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. Chest tube mgmt</p> <p>2. target temp mgmt</p> <p>3. inserted a suppository</p>	<p><b>Date/Initial</b></p> <p><b>=Student</b></p> <p><b>=Preceptor</b></p> <p><b>Date:</b></p> <p>02-01-2025</p> <p><u>PC</u></p> <p>Student</p> <p><u>BR</u></p> <p>Preceptor</p> <p><u>OS</u></p>

<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. extubated pt. ready <sup>to come</sup> off vent.</li> <li>2. discontinued CRRT</li> <li>3. helped PRONE a pt.</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. time mgmt</li> <li>2. medication education</li> <li>3. assessment skills</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Insert a Foley 10G tube</li> <li>2. removed an AET line</li> <li>3. proning a pt.</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <hr/> <p>Date:</p> <p>02-02-25 PC</p> <hr/> <p>Student</p> <p>BP</p> <hr/> <p>Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Observed brain death <sup>assessment</sup></li> <li>2. report from diagnosis</li> <li>3. CPAP trial observed</li> </ol> <p>Areas to improve: <sup>assessment</sup></p> <ol style="list-style-type: none"> <li>1. <del>assessment</del> skills</li> <li>2. medication education</li> <li>3. giving report</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Changed central line dsq</li> <li>2. titrated levodopa</li> <li>3. Changed wound dsq</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <hr/> <p>Date:</p> <p>02-07-25 PC</p> <hr/> <p>Student</p> <p>AR</p> <hr/> <p>Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. withdraw care on a pt.</li> <li>2. admitted a transfer</li> <li>3. pt. had to be put on lifepak</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. giving &amp; receiving report</li> <li>2. assessment skills</li> <li>3. medication education</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. inserted foley cath</li> <li>2. end of life care</li> <li>3. gave 40 mls of bicarb</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <hr/> <p>Date:</p> <p>02-14-25 PC</p> <hr/> <p>Student</p> <p>PC</p> <hr/> <p>Preceptor</p> <p>OJ</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. WAS assigned 3 pts</li> <li>2. extubated 2 patients</li> <li>3. pt. w/ cerebral palsy</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. talking to family</li> <li>2. clustering care</li> <li>3. giving report</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. titrated insulin drip</li> <li>2. gave meds thru j-tube</li> <li>3. received report</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <hr/> <p>Date:</p> <p>02-16-25 PC</p> <hr/> <p>Student</p> <p>PC</p> <hr/> <p>Preceptor</p> <p>OJ</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. transferred 2 pts out of unit</li> <li>2. admission from helicopter</li> <li>3. trial &amp; error w/ JG tube</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. time management</li> <li>2. SBAR report</li> <li>3. assessment skills</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. pulled out 2 foleys</li> <li>2. explained foley care to family</li> <li>3. oral care on pt. w/ dry mouth</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <hr/> <p>Date:</p> <p>02-21 PC</p> <hr/> <p>Student</p> <p>PC</p> <hr/> <p>Preceptor</p> <p>OJ</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. WAS assigned 3 pts</li> <li>2. observed ST elevation</li> <li>3. neuro assess pt w/ UTI</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. time management</li> <li>2. report updates</li> <li>3. med. education</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. central line dressing</li> <li>2. chasing &amp; treating K+</li> <li>3. ambulated pt. w/ mobility deficits</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <hr/> <p>Date:</p> <p>02-23 PC</p> <hr/> <p>Student</p> <p>PC</p> <hr/> <p>Preceptor</p> <p>OJ</p>

IM8: Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student: Paulina Calzada

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?

Paulina demonstrates strong clinical skills as well as good critical thinking. She is always ready to learn and grow in her nursing practice.

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

Time management and prioritization are areas for improvement, but both these skills have significantly improved in our time together!

Preceptor Signature: Orlinda Sutton RN

Date: 2/23/25

Student Signature: Paulina Calzada

Date: 2/23/25

Student Name Paulina Catzada

Record of Precepted Clinical Experiences

	Date	Exact Time Ex.(0645- 1915)	Location	Preceptor's Print & Signature
1	01-17	<del>0625-</del> 1920	Faith S	Billy Mtr. BSN RN
2	01-25	0640- 1929	Faith S	Billy Mtr. BSN RN
3	01-31	0645- 1907	Faith S	Billy Mtr. BSN RN
4	02-01	0635- 1921	Faith S	Omar Sumon RN
5	02-02	0640- 1901	Faith S	Billy Mtr. BSN RN
6	02-07	0642- 1915	Faith S	Angie Sun RN
7	02-14	0640- 1906	Faith S	Omar Sumon RN
8	2-16	0645- 1936	Faith S	Omar Sumon RN
9	02-21	0645- 1930	Faith S	Omar Sumon RN
10	02-23	0645- 1931	Faith	Omar Sumon 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 Billy Mtr. BSN RN

Preceptor's Signature \_\_\_\_\_

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

2. What do you think are your personal strengths?

I believe I am strong in patient safety and if I am unsure of something I will seek help / ask questions.

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

I can improve on my communication skills during SBAR report and work on more detailed assessment skills.

Student Signature: Pauline Cayada Date: 02-23-2025

Evaluation of Preceptor by Student

Name of Preceptor: Olivia Sutton 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 (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?

My preceptor created a very welcoming environment and got to know me on a personal level.

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

The only suggestion I have for my preceptor would be time management between me and taking care of patients, I was her first student, but I think she did a great job!

Student Signature: Paulina Cayado Date: 02-23-2025

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>			✓		BR '117
a. Vital signs			✓		BR '117
b. Neurological			✓		BR '117
c. Respiratory			✓		BR '117
d. Cardio-vascular			✓		BR '117
e. Gastrointestinal			✓		OS 2/11
f. Neuro-vascular			✓		
<b>2. Documentation</b>					BR '131
a. Assessment			✓		BR '131
b. Vital signs			✓		
c. Admission	X			OS 2/11	
d. Discharge	X				
e. Transfer	X			OS 2/11	
<b>3. Collaborative Communication</b>					
a. SBAR			✓		AS 02/07
b. Case Mgt.	X				
c. Physician			✓		
d. Pharmacy	X				
e. Diagnostic	X				
f. Respiratory			✓		
g. Pt/OT			✓		
h. Chaplain			✓	OS 2/11	
<b>4. Medication</b>					
a. PO			✓		BR '131
b. IVPB			✓	BR '117	BR '117
c. IM			✓		
d. IV push			✓	BR '117	BR '117
e. Subcutaneous			✓	OR '117	BR '117
f. Intradermal	X				
g. Tube feeding			✓	BR '117	BR '117
h. Topical			✓		
i. Nasal	X				BR '117
j. Rectal	X				OS 2/11
<b>5. Central lines &amp; PICC</b>					
a. Med. admin.			✓	BR '117	BR '117
b. Blood draw			✓	BR '117	BR '117
c. Dressing change	/	✓			BR 1/25

				AR 02/07	AS 02/07
d. Clave change	X		✓	BR '11	BR '11
e. Monitoring				BR '11	
f. Removal	X				
6. Cordis (PA)					
a. Dressing change	X				
b. Removal	X				
7. Drainage (CT, GTube, JP, & Rectal Rubes)					AR 02/07
a. Monitoring			✓		↓
b. Measure output			✓		
c. Collect output			✓		
d. Dressing change			✓		OS 2/11
e. Removal			✓		
8. Tube feedings (NGT/DHT/OGT)					BR '125
a. Insertion			✓		
b. Removal			✓		OS 2/11
c. Check Residual			✓	BR '11	BR '11
d. Flushing			✓	BR '11	BR '11
e. Initiate Feeding			✓		BR '11
f. Monitoring			✓		
9. Urinary Catheter					
a. Insertion			✓	BR '11	BR '11
b. Removal			✓	BR '11	BR '11
c. Collect specimen			✓		BR '131
d. Monitoring			✓		BR '117
10. Blood sugar test					
a. Use of Glucometer			✓		BR '131
b. Blood draw			✓		BR '131
c. Finger stick			✓		BR '131
d. Heel stick	X		✓		
11. Artilines					
a. Blood draw			✓	BR '117	BR '117
b. Calibration			✓	BR '117	
c. Dressing change			✓	OS 2/12	
d. Monitor			✓	BR '117	BR '117
12. Tracheostomy/ Endotracheal					
a. Suction			✓		AR 02/07
b. Dressing change		✓			
c. Check placement	X			BR '117	
d. Monitor			✓	BR '117	
13. Isolation					
a. Contact			✓	BR '117	BR '117
b. Droplet			✓	OS 2/25	
c. Neutropenic			✓		

d. Airborne			✓	BR '117	'117 BR
<b>14. Peripheral IV</b>					
a. Initiate			✓		
b. monitor			✓		BR '117
c. Removal			✓		BR '117
<b>15. Oxygen Therapy</b>					
a. Nasal Cannula			✓		BR '117
b. Ventilator A/C			✓	BR '117	1
c. BPAP			✓		BR '131
D. CPAP			✓		BR '131
e. Venturi Mask			✓		
f. Oscillator	X				
<b>16. Ostomy</b>					
a. Measure output			✓		
b. Change bag	X				
c. Skin care	X				
d. Monitor			✓		
<b>17. Patient Education</b>					
a. Medication			✓	BR '117	
b. Safety			✓	BR '117	
c. Wound care			✓	BR '117	
d. Diet			✓	BR '117	
e. Activity			✓	BR '117	
f. Newborn care		✓			
<b>18. Unit Routines</b>					
a. Admission			✓	OS 2/1	
b. Discharge			✓		
c. Transport			✓	OS 2/23	
d. Blood transfusion			✓		
e. Sepsis protocol			✓		
f. Pre-Op care			✓		
g. Post-Op care			✓		
h. Transfer			✓		
i. Huddle			✓		
<b>19. Code Blue</b>					
a. Observe		✓	✓		
b. Participate					
<b>20. Others</b>					
a.					
b.					
c.					
d. Pre/post op CS			✓		
e.					