

IM8: Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student: Kim Zebuche  
 Unit: PICU

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

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

Kim's strengths include her knowledge and ability to pick up skills very well. She is able to connect to pts and families. She has great time management skills and is able to critically think through situations in the PICU.

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

Continuing to expand her skillset with managing ICU patients, care for critical patients, and managing machines we use in the ICU for patient care.

Preceptor Signature: Madyler Freeman Date: 5/2/25

Student Signature: Kim Zebuche Date: 5/2/25

Record of Precepted Clinical Experiences

Date	Exact Time Ex. (0645-1915)	Location	Preceptor's Print & Signature
4/3/25	@0629 @1918	PICU → 2S	Madison Freeman Madison Freeman
4/4/25	@0632 @1914	PICU	Madison Freeman Madison Freeman
4/5/25	@0637 @1912	PICU	Madison Freeman Madison Freeman
4/10/25	@0632 @1934	PICU → 2S	Madison Freeman Madison Freeman
4/11/25	@0634 @1919	PICU → 2S	Madison Freeman Madison Freeman
4/12/25	@0637 1918	PICU	Madison Freeman Madison Freeman
4/24/25	@0642 1914	PICU	Madison Freeman Madison Freeman
4/25/25	@0639 @1932	PICU → P3	Riley Killough Riley Killough
5/3/25	@0631 @1923	PICU	Madison Freeman Madison Freeman
5/2/25	@0637 @1916	PICU → 2S	Madison Freeman Madison Freeman

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 Madison Freeman

Preceptor's Signature Madison Freeman

<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. observing Botax procedures</li> <li>2. observing Nitrous admin</li> <li>3. unit teamwork</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Nursing care for procedures</li> <li>2. Nursing documentation for procedures</li> <li>3. Nitrous admin, adverse reactions, etc.</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Botax procedures</li> <li>2. procedure preps/breakdown</li> <li>3. Recovery management</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <hr/> <p><b>Date:</b> 4/11/25</p> <p>Student KZ</p> <hr/> <p>Preceptor mf</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. transfer of pt to pedi fl</li> <li>2. finding placement for CPS pt</li> <li>3. weaning pts on</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. deep suctioning</li> <li>2. straight cath skills</li> <li>3. learn pupilometer</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. straight cath</li> <li>2. Family education</li> <li>3. weight-neobeds</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <hr/> <p><b>Date:</b> 4/12</p> <p>Student KZ</p> <hr/> <p>Preceptor mf</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. met flight team</li> <li>2. pt stabilized overnight</li> <li>3. gave report to EMS crew</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. Flight transport paperwork</li> <li>2. DC charting</li> <li>3. Pupilometer</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. Flight transport</li> <li>2. pupilometer</li> <li>3. V infusion</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <hr/> <p><b>Date:</b> 4/24/25</p> <p>Student KZ</p> <hr/> <p>Preceptor mf</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. transferred to pedi fl</li> <li>2. post op pt</li> <li>3. helped with care plan</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. care plans</li> <li>2. Discharge paperwork</li> <li>3. education</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. gave IM meds + GT med</li> <li>2. DC IVs</li> <li>3. GT cares</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <hr/> <p><b>Date:</b> 4/25/25</p> <p>Student KZ</p> <hr/> <p>Preceptor KZ</p>
<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. PICC procedure</li> <li>2. postop procedure</li> <li>3. identifying dosage errors during assessment</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. transfer to floors - documentation</li> <li>2. procedure <del>pre</del> documentation</li> <li>3. post-up procedure documentation</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. PICC procedure + formula mixing</li> <li>2. sedation protocol</li> <li>3. consents</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <hr/> <p><b>Date:</b> 5/1/25</p> <p>Student KZ</p> <hr/> <p>Preceptor mf</p>	<p><b>Highlights:</b></p> <ol style="list-style-type: none"> <li>1. NG tube</li> <li>2. Feed calculations</li> <li>3. taking disordered pts</li> </ol> <p><b>Areas to improve:</b></p> <ol style="list-style-type: none"> <li>1. eating disorder protocols</li> <li>2. ED documenting</li> <li>3. therapeutic communication</li> </ol> <p><b>Skills observed &amp; performed:</b></p> <ol style="list-style-type: none"> <li>1. ED AM cares</li> <li>2. ED feeding time procedure</li> <li>3. intubation</li> </ol>	<p><b>Date/Initial</b></p> <p>=Student =Preceptor</p> <hr/> <p><b>Date:</b> 5/2/25</p> <p>Student KZ</p> <hr/> <p>Preceptor mf</p>



### Evaluation of Preceptor by Student

Name of Preceptor: Madison Freeman

Clinical Unit: PICU

Please rate your preceptor on each question 1=Never/Poor 2=Sometimes/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 <u>5</u>
Stimulates me to learn independently	1 2 3 <u>4</u> 5
Allows me autonomy appropriate to my level/ experience/ competence	1 2 3 <u>4</u> 5
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 <u>4</u> 5
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 <u>4</u> 5
Gives clear explanations/reasons for opinions, advice, or actions	1 2 3 <u>4</u> 5
Adjusts teaching to diverse 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 <u>4</u> 5
Incorporates research data and/or practice guidelines into teaching	1 2 3 <u>4</u> 5
Teaches diagnostic skills (clinical reasoning, selection/interpretation of tests, etc.)	1 2 3 <u>4</u> 5
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 <u>4</u> 5

1. What did you like best about your preceptor?

she was very welcoming + made me feel comfortable to learn on my own pace. she allowed me to challenge myself + was always supportive. she always had positive feedback.

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

She was great!

Student Signature: [Signature]

Date: 5/2/25

KIM CLETTICK

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.

N/K

Skills	Student's Pre-Assessment			Preceptorship Clinical Time		
	No Experience	CPE	Clinical	Supervised	Performed Independently	
<b>I. Assessment</b>						
a. Gestational age						
-EDC/LMP						
- Ballard's Scoring	X	X	X			
1. Physical						
2. Neurological					4/4	4/5
b. Physical assessment				4/3	4/4	4/5
- Integumentary						4/10
- HEENT						
- Respiratory						
- Cardiovascular						
- Gastrointestinal						
- Genitourinary						
- Musculoskeletal						
- Neurological						
c. Behavioral Assess't						
- Neonatal						
abstinence						
scoring						
d. Pain Assessment						
- NPASS/FLAC					4/4	4/5
- NPASS sedation				4/3	4/4	4/10
e. Vital signs					4/4	4/5
f. Apgar scoring					4/4	4/10
<b>II. Medication</b>						
a. Per ore					4/5	4/10
b. NGT/OGT					4/10	4/11
c. Topical				4/3	4/10	4/12
d. IM-Vastus lateralis					4/8	
e. Rectal						
f. Nasal				4/3	4/4	
g. Ophthalmic				4/3	4/4	4/5
h. IV/Central line				4/3	4/4	4/10
i. Calculate dosing				4/3	4/4	4/5
j. Calculate drips				4/3	4/4	4/5
k. Emergency drug sheet				4/3	4/4	4/5
<b>III. Care management</b>						
a. IVF/CVL				4/3	4/4	4/5
1. UVC						4/10
2. UAC						
- Change of fluids					4/4	4/5
- Transducer				4/3	4/4	4/5
maintenance &						
calibration/level						
- Transducer set up				4/3	4/4	4/5
- Blood collection				4/3	4/4	4/12
3. PICC					4/10	4/11
4. BROVIAC						5/2
5. Peripheral					4/4	4/10

Madison Freeman

Madison Freeman

arterial line	4/3	4/4	4/5	4/10
- Clave change				
- Dressing change	4/3	4/4	4/5	4/10
- Adm. of TPN				
- Adm. Lipids				
- Assist CVL				
placement				
IV. Chest Tubes Mgt.				
- Check MD orders				
- Set up CTubes				
- Assist in CTubes				
placement				
- CTube dressing				
change				
- Monitoring				
a. suction level				
b. Drainage level				
c. Air leaks				
V. Enteral Feedings				
- Insertion OGT/NGT	4/10	5/2	4/5	4/10
- Removal of tubes				
& residual				
- Monitor				
- calculate ml/min				
- Dressing change	4/10	4/10	4/5	4/10
- Care of Ostomy				
- Care of gastric				
decompression				
VI. Tracheostomy Mgt.				
- Check placement	4/3	4/4	4/5	4/10
- Suctioning				
- Dressing change				
- Check for air leak				
site, & O2				
VII. Laboratory				
- Check MD orders	4/3	4/4	4/5	4/10
- Collection				
a. Heel stick				
b. Blood draw				
- Brovac				
- UC				
c. Tracheal /				
nasal aspirate				
d. Skin swab				
- Diagnostic test				
a. Urinalysis	4/3	4/4	4/5	4/10
b. Blood culture				
c. Glucometer				
d. Urine drug test				
e. LP				
f. Thoracentesis				
- Interpret Lab.				
results				
a. CBC				
b. BMP/CMP				

Supervised performed independent by



