

Dustin P

Clinical Requirements: Evaluation of Clinical Preceptorship

Submit the following forms to your respective adviser's drop box:

MIDTERM CLINICAL EVALUATION: FIRST 60 HOURS (After 5 shifts completion)	FINAL CLINICAL EVALUATION: LAST 60 HOURS (After 5 shifts completion)
Submit the following forms on the designated drop box. <ul style="list-style-type: none">- Preceptor appraisal- Copy of attendance sheet- Copy of daily events	Submit the following forms on the designated drop box. <ul style="list-style-type: none">- Preceptor appraisal- Copy of attendance sheet- Copy of daily events- Self-evaluation- Student evaluation of preceptor- Skills checklist

IMB 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?

I have a lot of training and experience. I have been working in the medical field for over 10 years. I have a good clinical judgment and enjoy taking care of patients. My IV skills are really good to.

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

I need to learn more about the nursing process when it comes to the area I work in. I need to continue learn and grow every day.

Student Signature: Dust Plummer Date: 11/28/25

Covenant School of Nursing

IMB Clinical Experience- Daily Events Record

Student: Dustin Pummer

UNIT: FS ED

Preceptor: Cage / Jos

<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. Handed with an admissions</p> <p>2. gave meds IV push</p> <p>3. IV push</p> <p>Areas to improve:</p> <p>1. IM Injection</p> <p>2. Drawing up meds</p> <p>3. Charting</p> <p>Skills observed & performed:</p> <p>1. IV push</p> <p>2. IM med</p> <p>3. Straight stick</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p><u>Dustin AP</u></p> <p>Student</p>	<p>Highlights:</p> <p>1. Triage done independently</p> <p>2. Learned about Lexicomp drug</p> <p>3. IV medication given</p> <p>Areas to improve:</p> <p>1. More experience charting</p> <p>2. Triage notes</p> <p>3. get more hands on</p> <p>Skills observed & performed:</p> <p>1. triage</p> <p>2. IV</p> <p>3. hanging IV med</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/20</p> <p><u>Dustin AP</u></p> <p>Student</p> <p><u>Cage / CD</u></p> <p>Preceptor</p>
<p>Highlights:</p> <p>1. IM Shot</p> <p>2. IV meds</p> <p>3. getting better ^{getting better} not hands on ^{not hands on assessments}</p> <p>Areas to improve:</p> <p>1. Need to get more IM practice</p> <p>2. more in depth with charting</p> <p>3. learn more about drug interactions</p> <p>Skills observed & performed:</p> <p>1. IV</p> <p>2. IM</p> <p>3. IV push</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/27</p> <p><u>Dustin AP</u></p> <p>Student</p> <p><u>Jos / Jos</u></p> <p>Preceptor</p>	<p>Highlights:</p> <p>1. pain assessment done independently</p> <p>2. hung a IV med w pump back</p> <p>3. transfer to main (helped)</p> <p>Areas to improve:</p> <p>1. Giving Report</p> <p>2. setting up a pump</p> <p>3. Charting (getting better)</p> <p>Skills observed & performed:</p> <p>1. IV push (slow) heparin</p> <p>2. IV pump</p> <p>3. IV shot / IM shot</p>	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <p>Date: 10/30</p> <p><u>Dustin AP</u></p> <p>Student</p> <p><u>CD</u></p> <p>Preceptor</p>

IMB: Capstone Appraisal of Student Performance

(preceptor completes and review with student)

Student Dustin Plummer

Midterm: _____

Unit MURSEB

Finals 11/26

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?

Dustin is progressing well. Takes instruction well and eager to learn

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

Giving report, using proper landmarks for IM injections

Preceptor Signature: [Signature]

Date: 11/26/25

Student Signature: Dustin Plummer

Date: 11/26/25

IMR: Capstone Appraisal of Student Performance
 (preceptor completes and review with student)

Student: Dustin Nummer
 Unit: MURSEB

Midterm: _____
 Finals: 11/26

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			✓
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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?

Dustin is progressing well. Takes instruction well and eager to learn

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

Giving report, using proper landmarks for IM injections

Preceptor Signature: [Signature] Date: 11/26/25
 Student Signature: Dustin Nummer Date: 11/26/25

Name of Preceptor: Ray

Clinical Unit: FSED

Please rate your preceptor on each question	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?

He was relaxed, and explained things well.

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

N/A

Student Signature: Ant. Munoz

Date: 11/27/25

Name of Preceptor: Paul

Clinical Unit: FSED

Please rate your preceptor on each question		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 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 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?

He was relaxed, and explained things well.

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

N/A

Student Signature: Paul Wimmer

Date: 11/27/15

Instructional Module 8: Preceptor Orientation Checklist

Day 1

Student Name: Dustin Plummer Date: 10/20/25

Preceptor: Carole Dixon

Orientation Activities	Done	Not Done
1. Unit layout : Medication room, Linen room, supply room, soiled room, crash cart , restroom, break room, family room, fire exits, etc.	✓	
2. Security: Give codes to all locked rooms, visiting hours, personal belongings	✓	
3. Unit socialization: Introduce the student to all staff members	✓	
4. Policies & Procedures: Inform student of any everyday policies such as Vital signs, Blood sugar testing, patient transport, isolation & documentation	✓	
5. Safety based initiatives: Hand hygiene, falls, pressure ulcers, rapid response, etc.	✓	
6. Review goals & expectations for 120 clinical hours	✓	
7. Equipment: IV Pumps, syringe pumps, tube feeding pumps, Ventilators, etc.	✓	

Checked by Clinical instructor: *M. Sullivan*

Date: 10-20-25

Instructional Module 8: Preceptor Orientation Checklist

Day 1

Student Name: Dustin Plummer Date: 10/20/25

Preceptor: Care Dixon

Orientation Activities	Done	Not Done
1. Unit layout : Medication room, Linen room, supply room, soiled room, crash cart , restroom, break room, family room, fire exits, etc.	✓	
2. Security: Give codes to all locked rooms, visiting hours, personal belongings	✓	
3. Unit socialization: Introduce the student to all staff members	✓	
4. Policies & Procedures: Inform student of any everyday policies such as Vital signs, Blood sugar testing, patient transport, isolation & documentation	✓	
5. Safety based initiatives: Hand hygiene, falls, pressure ulcers, rapid response, etc.	✓	
6. Review goals & expectations for 120 clinical hours	✓	
7. Equipment: IV Pumps, syringe pumps, tube feeding pumps, Ventilators, etc.	✓	

Checked by Clinical instructor:

M. Sullivan

Date: 10-20-25

c. Monitoring					
d. Removal					
9. Ostomy					
a. Measure output					
b. Skin care					
c. Change bag					
d. Monitor					
9. Documentation					
a. Admission		10/23		X	
b. Assessment		10/23		X	
c. Vital signs		10/23		X	
d. Discharge		10/23		X	X
e. Transfer		10/30		X	
10. Collaborative					
Communication					
a. SBAR		10/27		X	
b. Case Mgt.					
c. Physician		10/23		X	
d. Pharmacy					
e. Diagnostic					
f. Respiratory					
g. Chaplain					
h. Child life					
i. SANE					
J. Security					
11. Unit Routines		10/20			
a. Massive BT					
b. Sepsis protocol		10/23		X	
c. Stroke Protocol		10/23		X	
d. Chest pain protocol		10/30			X
e. Suicidal ideation					
f. Child/adult abuse					
g. Referral to Hosp.					
h. Admission		10/23		X	
i. Discharge		10/30 11/26		X	X
j. Transfer		10/23		X	X
12. Patient education					
a. Medication		10/30		X	
b. Safety					
c. Diet					
d. Activity					
e. Follow-up		10/27, 11/26		X	
f. Community resources					
13. Test					
a. Strep test		10/20			X
b. Flu test		10/20			X
c. Alcohol level					
d. Drug test					
14. Code Blue					
a. Observe					
b. participate					
15. Others					
a.					
b.					

c. Monitoring					
d. Removal					
9. Ostomy					
a. Measure output					
b. Skin care					
c. Change bag					
d. Monitor					
9. Documentation					
a. Admission		10/23		X	
b. Assessment		10/23		X	
c. Vital signs		10/23		X	
d. Discharge		10/23		X	X
e. Transfer		10/30		X	
10. Collaborative Communication					
a. SBAR		10/27		X	
b. Case Mgt.					
c. Physician		10/23		X	
d. Pharmacy					
e. Diagnostic					
f. Respiratory					
g. Chaplain					
h. Child life					
i. SANE					
j. Security					
11. Unit Routines		10/30			
a. Massive BT					
b. Sepsis protocol		10/23		X	
c. Stroke Protocol		10/23		X	
d. Chest pain protocol		10/30			X
e. Suicidal ideation					
f. Child/adult abuse					
g. Referral to Hosp.					
h. Admission		10/23		X	
i. Discharge		10/30 11/26		X	X
j. Transfer		10/23		X	X
12. Patient education					
a. Medication		10/30		X	
b. Safety					
c. Diet					
d. Activity					
e. Follow-up		10/27, 11/26		X	
f. Community resources					
13. Test					
a. Strep test		10/30			X
b. Flu test		10/20			X
c. Alcohol level					
d. Drug test					
14. Code Blue					
a. Observe					
b. participate					
15. Others					
a.					
b.					

Dustin Plummer

c.					
d.					
e.					

Student Name (PRINT) Dustin Plummer

Student Signature *Dust Plummer*

Clinical unit: FS ER

Preceptor: *Jas/gf* *Cady/CS*

Date: 11/26/05