

Dustin P

## Clinical Requirements: Evaluation of Clinical

### Preceptorship

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

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

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?

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: Dustin Plummer Date: 11/28/25

Covenant School of Nursing

IM8 Clinical Experience- Daily Events Record

Student: Dustin Plummer

UNIT: FS ED

Preceptor: Cage/ Das

<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> =Student = Preceptor</p> <p><b>Date:</b> 10/23/2018</p> <p><u>E. Hamilton</u> Student</p> <p><u>A. Santos</u> Preceptor</p>
<p><b>Highlights:</b></p> <p>1. Hoped with an admissions</p> <p>2. gave med IV push</p> <p>3. IV push</p> <p><b>Areas to improve:</b></p> <p>1. I.M. Injection</p> <p>2. Drawing up meds</p> <p>3. Charting</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. IV push</p> <p>2. IM med</p> <p>3. Straight stick</p>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><del>_____</del></p>	<p><b>Highlights:</b></p> <p>1. Triage done independently</p> <p>2. Learned about lex/comp drug</p> <p>3. IV medication given</p> <p><b>Areas to improve:</b></p> <p>1. More experience charting</p> <p>2. Triage notes</p> <p>3. get more hands on</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. triage</p> <p>2. IV</p> <p>3. hanging IV med</p>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/20</p> <p><u>Dustin/PP</u> Student</p> <p><u>Cage/CD</u> Preceptor</p>
<p><b>Highlights:</b></p> <p>1. IM Shot</p> <p>2. IV meds</p> <p>3. <del>getting better at</del> getting better at taking better dot hands on assessments</p> <p><b>Areas to improve:</b></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><b>Skills observed &amp; performed:</b></p> <p>1. IV</p> <p>2. IM</p> <p>3. IV push</p>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/23</p> <p><u>Dustin/PP</u> Student</p> <p><u>Das/JS</u> Preceptor</p>	<p><b>Highlights:</b></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><b>Areas to improve:</b></p> <p>1. Giving Report</p> <p>2. setting up a pump</p> <p>3. Charting (getting better)</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. IV push (slow) heparin</p> <p>2. IV pump</p> <p>3. IV start/IM shot</p>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/30</p> <p><u>Dustin/PP</u> Student</p> <p><u>CD</u> Preceptor</p>
<p><b>Highlights:</b></p> <p>1. IM Shot</p> <p>2. IV meds</p> <p>3. <del>getting better at</del> getting better at taking better dot hands on assessments</p> <p><b>Areas to improve:</b></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><b>Skills observed &amp; performed:</b></p> <p>1. IV</p> <p>2. IM</p> <p>3. IV push</p>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/27</p> <p><u>Dustin/PP</u> Student</p> <p><u>Das/JS</u> Preceptor</p>	<p><b>Highlights:</b></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><b>Areas to improve:</b></p> <p>1. Giving Report</p> <p>2. setting up a pump</p> <p>3. Charting (getting better)</p> <p><b>Skills observed &amp; performed:</b></p> <p>1. IV push (slow) heparin</p> <p>2. IV pump</p> <p>3. IV start/IM shot</p>	<p><b>Date/Initial</b> =Student =Preceptor</p> <p><b>Date:</b> 10/30</p> <p><u>Dustin/PP</u> Student</p> <p><u>CD</u> Preceptor</p>

<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Double IM injection (lung assessment)</li> <li>2. Sometimes wheezing is a good thing</li> <li>3. Refreshing the ventricle of muscle (location)</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. IM injections</li> <li>2. Mixing meds</li> <li>3. Calling Report (be more relaxed)</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. breathing treatment x 2</li> <li>2. Called Report to the ER</li> <li>3. IV/IM injection</li> </ol> 	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>11/3/25</p> <p>Date:</p> <p><u>Dustin AP</u> Student</p> <p><u>Cage CS</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Splinted a wrist</li> <li>2. triage unassisted</li> <li>3. Crown a loc to thumb</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. giving report working on a flow</li> <li>2. Charting/drawing better</li> <li>3. Hands on assessments</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. IV fluids/IV push</li> <li>2. 12 lead EKG</li> <li>3. IM injections/double vent</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>Date: 11/10/25</p> <p><u>Dustin AP</u> Student</p> <p><u>Jas JG</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Help change urinary cath (male)</li> <li>2. Migrate Cocaine</li> <li>3. transfer a kid</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Cath insertion</li> <li>2. IM injection (getting better)</li> <li>3. writing a flow for report</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Urinary Cath</li> <li>2. EKG/Chest pain charting</li> <li>3. Orthostatics</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>11/13/25</p> <p>Date:</p> <p><u>Dustin AP</u> Student</p> <p><u>Cage CS</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. give report to main ED</li> <li>2. pedi transfer</li> <li>3. a guy vasovagaled <sup>after</sup> blood draw</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Charting (slow down)</li> <li>2. assessments</li> <li>3. <del>not</del> giving report <sup>get a flow</sup></li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. Breathing treatment</li> <li>2. IV/EKG/CP work up</li> <li>3. IV meds/fluids</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>11/17/25</p> <p>Date:</p> <p><u>Dustin AP</u> Student</p> <p><u>Cage CS</u> Preceptor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. <del>assessment</del> <sup>(kid)</sup></li> <li>2. ABX injection to adult</li> <li>3. IV fluid/IV push</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. Pt assessments</li> <li>2. triage notes</li> <li>3. Discharge teaching</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. IM injection (L hip)(R hip)</li> <li>2. vitals on a child under (3)</li> <li>3. IV without blood draw</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>11/20/25</p> <p>Date:</p> <p><u>Dustin AP</u> Student</p> <p><u>Jas JG</u> Preceptor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. SBAR</li> <li>2. IM shot</li> <li>3. giving Zofran to a 3y/o</li> </ol> <p>Areas to improve:</p> <ol style="list-style-type: none"> <li>1. IM injections</li> <li>2. giving report (way better)</li> <li>3. assessment</li> </ol> <p>Skills observed &amp; performed:</p> <ol style="list-style-type: none"> <li>1. IV fluids</li> <li>2. Swabs (Hu, strep, Covid)</li> <li>3. IM shot</li> </ol>	<p>Date/Initial</p> <p>=Student =Preceptor</p> <p>11/26/25</p> <p>Date:</p> <p><u>Dustin AP</u> Student</p> <p><u>Cage CS</u> Preceptor</p>

IMR Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student Dustin

Midterm

Unit FS ER

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?

Coachable and takes constructive criticism in stride. Confident in IV skills

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

Increase confidence in giving report, develop a flow that works for you  
Don't shake quite as much when giving IM injections.

Preceptor Signature: \_\_\_\_\_

Date: 11/2/25

Student Signature: \_\_\_\_\_

Date: 11/02/25

IMR Capstone Appraisal of Student Performance

(preceptor completes and review with student)

Student: Dustin Nummer

Midterm

Unit: MURSER

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. <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?

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

Record of Precepted Clinical Experiences

Date	Exact Time Ex (0645 1915)	Location	Preceptor's Print & Signature
10/20	0645-1900	MilfsED	Cage Dixon <i>Cage Dixon</i> Jaspell <i>JASP GILL</i>
10/23	0645-1900	QufsED	Jaspell <i>JASP GILL</i>
10/27	0645-1900	MilfsED	Jaspell <i>JASP GILL</i>
10/30	0645-1900	QufsED	Cage Dixon <i>Cage Dixon</i>
11/03	0645-1900	MilfsED	Cage Dixon <i>Cage Dixon</i>
11/10	0645-1900	MilfsED	JASP GILL <i>Jaspell</i>
11/13	0645-1900	MilfsED	Cage Dixon <i>Cage Dixon</i>
11/17	0645-1900	MilfsED	Cage Dixon <i>Cage Dixon</i>
11/20	0645-1900	MilfsED	JASP GILL <i>Jaspell</i>
11/26	0645-1900	MilfsED	Cage Dixon <i>Cage Dixon</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 X *Cage Dixon*

Preceptor's Signature X *Jaspell*

Evaluation of Preceptor by Student

Name of Preceptor: Case

Clinical Unit: FSEP

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?

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: Dust Plummer

Date: 11/27/25

### Evaluation of Preceptor by Student

Name of Preceptor: Jax

Clinical Unit: FSED

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?

Fast & experienced

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

N/A

Student Signature: D.L. Plummer

Date: 11/27/25

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:   
Date: 10-20-25

Dustin Mummie

Instructional Module 8: Capstone Preceptor Clinical Experience Skills Check list  
 Emergency Unit (clinical skill (the Adult, Padi))

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

Skill	Student's Pre Assessment			Preceptorship Clinical Time	
	No Experience	CPE	Clinical	Supervised	Performed independently
<b>1. Triage Assessment</b>					
a. VITA signs			10/20, 11/10		
b. Head to Toe			10/25, 11/26		X
c. Home medication			11/3		
d. Triage categories			10/20	X	
e. Documentation			10/20	X	
<b>2. Medication</b>					
a. PO			11/03	X	
b. IVPB			10/20	X	
c. IM			10/27	X	
d. IV push			10/23	X	
e. IM			10/23	X	
f. Subcutaneous			10/23, 11/3	X	
g. Intradermal					
h. Topical					
i. Nasal					
j. Rectal					
<b>3. Peripheral IV</b>					
a. Initiate			10/20, 10/21		X
b. Monitor			10/20		X
c. Blood draw			11/20		X
d. Removal			10/23		X
<b>4. Oxygen Therapy</b>					
a. Nasal Cannula			10/20		X
b. Face Mask			10/20		X
c. High flow					
<b>5. Urinary Catheter</b>		X			
a. Insertion			11/13		
b. Collect specimen			11/13		
c. Monitoring			11/13		
d. Removal			11/13		
<b>6. Blood sugar test</b>					
a. Use of glucometer			10/20		X
b. Finger stick			10/20		X
c. Heel stick		X			
<b>7. Gastric Tube (NGT, OGT, PEG)</b>		X			
a. Insertion					
b. Gavage					
c. Flushing					
d. Medication					
e. Initiate feeding					
f. Check residual					
g. Removal					
<b>8. Drainage (CT &amp; Rectal tube)</b>					
a. Measure output					
b. Collect output					

# Dash Planner

Monitoring					
d. Reorder					
<b>9.otomy</b>					
a. Measure output					
b. Skin care					
c. Change bag					
d. Monitor				X	
<b>10. Documentation</b>					
a. Admission		10/23		X	
b. Assessment		11/3		X	
c. Vita signs		10/23		X	X
d. Discharge		10/23		X	
e. Transfer		10/30		X	
<b>10 Collaborative Communication</b>					
a. SBAR				X	
b. Case Mgt		10/27			
c. Physician				X	
d. Pharmacy					
e. Diagnostic					
f. Respiratory					
g. Chaplain					
h. Child life					
i. SANE					
j. Security					
<b>11. Unit Routines</b>					
a. Massive BT				X	
b. Sepsis protocol		10/23		X	
c. Stroke Protocol		10/23			X
d. Chest pain protocol		10/30			
e. Suicidal ideation					
f. Child/adult abuse					
g. Referral to Hosp.				X	
h. Admission		10/23		X	X
i. Discharge		10/30 11/26		X	X
j. Transfer		10/23		X	
<b>12. Patient education</b>					
a. Medication		10/30		X	
b. Safety					
c. Diet					
d. Activity					
e. Follow-up		10/27, 11/26		X	
f. Community resources					
<b>13. Test</b>					
a. Strep test		10/20			X
b. Flu test		10/20			X
c. Alcohol level					
d. Drug test					
<b>14. Code Blue</b>					
a. Observe					
b. participate					
<b>15. Others</b>					
a.					
b.					

Dustin Plummer

c.					
d.					
e.					

Student Name (PRINT) Dustin Plummer

Student Signature Dustin Plummer

Clinical unit: FS ER

Preceptor: Jas/gf      C. [Signature]

Date: 11/26/05