

Victoria Gutierrez

Record of Precepted Clinical Experiences

Date	Exact Time Ex.(0645-1915)	Location	Preceptor's Print & Signature
1/17/26	0645-1915	NICU	Lizeth Gomez RN
1/18/26	0645-1915	NICU	Lizeth Gomez RN
1/25/26	0646-1915	NICU	Lizeth Gomez RN
1/26/26	0647-1915	NICU	Lizeth Gomez RN
2/1/26	0645-1915	NICU	Lizeth Gomez RN
2/2/26	0645-1915	NICU	Lizeth Gomez RN
2/12/26	0645-1915	NICU	Lizeth Gomez RN
2/14/26	0645-1915	NICU	Lizeth Gomez RN
2/15/26	0645-1915	NICU	Lizeth Gomez RN
2/26/26	0645-1915	NICU	Lizeth Gomez 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 _____

Preceptor's Signature _____

<p>Highlights:</p> <ol style="list-style-type: none"> 1. teamwork - comfort care 2. learning opportunity - comfort 3. learning about glycine care <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Confidence 2. Communication 3. documenting <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. pt. care - feeding 2. talking to case management 3. pt. care - bath 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p><u>2/1/26</u></p> <p>Student</p> <p><u>V. Gutierrez</u></p> <p>Preceptor</p> <p>L. Venzor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. teamwork - hospice talk 2. learning opportunity - therapeutic communication 3. pt. advocate <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Charting 2. Confidence 3. time manage <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. talking about options 2. assessment for end of life 3. med pass 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p><u>2/2/26</u></p> <p>Student</p> <p><u>V. Gutierrez</u></p> <p>Preceptor</p> <p>L. Venzor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. learning opportunity - phenobarb 2. learning opportunity - neo teeth 3. learning opportunity - head tap <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Caring for someone else's baby 2. gaining more confidence 3. giving report <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. pt. advocating 2. Charting independently 3. garage feeding a baby 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p><u>2/12/26</u></p> <p>Student</p> <p><u>V. Gutierrez</u></p> <p>Preceptor</p> <p>L. Venzor</p>	<p>Highlights:</p> <ol style="list-style-type: none"> 1. learning opportunity - 2. measuring FOC PICC removal 3. learning opportunity - giving report <p>Areas to Improve:</p> <ol style="list-style-type: none"> 1. Charting - head to toe 2. SBAR 3. giving report <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. PICC removal 2. measure head circumference 3. check blood sugar 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p><u>2/14/26</u></p> <p>Student</p> <p><u>V. Gutierrez</u></p> <p>Preceptor</p> <p>L. Venzor</p>
<p>Highlights:</p> <ol style="list-style-type: none"> 1. learning opportunity - chest tube insertion 2. learning opportunity - CXR 3. changing from a BPAP to a HFNC <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. Charting 2. giving report 3. giving SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. Pt. care 2. checked NG placement 3. suction mouth 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p><u>2/15/26</u></p> <p>Student</p> <p><u>V. Gutierrez</u></p> <p>Preceptor</p> <p>L. Venzor</p>	<p>Highlights: sterile technique</p> <ol style="list-style-type: none"> 1. learning - watch intubation 2. give glycerin intubation 3. learning - watch intubation <p>Areas to improve:</p> <ol style="list-style-type: none"> 1. giving report 2. reviewing report 3. giving SBAR <p>Skills observed & performed:</p> <ol style="list-style-type: none"> 1. watch an intubation 2. measure abd 3. sterile med. change 	<p>Date/Initial</p> <p>=Student</p> <p>=Preceptor</p> <hr/> <p>Date:</p> <p><u>2/26/26</u></p> <p>Student</p> <p><u>V. Gutierrez</u></p> <p>Preceptor</p> <p>L. Venzor</p>

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
I. Assessment		X	X		X 2/1
a. Gestational age			X		
-EDC/LMP			X		
- Ballard's Scoring	X				
1. Physical	X				
2. Neurological	X				
b. Physical assessment					
- Integumentary		X	X		X 1/25
- HEENT		X	X		X
- Respiratory		X	X		X
- Cardiovascular		X	X		X
- Gastrointestinal		X	X		X
- Genitourinary		X	X		X
- Musculoskeletal		X	X		X
- Neurological		X	X		X
c. Behavioral Assessment					X
- Neonatal					
abstinence					
scoring	X				
d. Pain Assessment					
- NPASS/FLAC		X			
- NPASS sedation					
e. Vital signs		X	X		
f. Apgar scoring					
II. Medication					
a. Per orem	X				
b. NGT/OGT			X		X 1/25
c. Topical	X				
d. IM-Vastus lateralis	X				
e. Rectal	X				
f. Nasal	X				
g. Ophthalmic	X				
h. IV/Central line			X		
i. Calculate dosing			X		X 2/12
j. Calculate drips	X				
k. Emergency drug sheet	X			X 2/1	
III. Care management					
a. IVF/CVL					
1. UVC	X				
2. UAC			X		
- Change of fluids			X		X 2/12
- Transducer maintenance & calibration/level	X				X 2/12
- Transducer set up	X				
- Blood collection			X		
3. PICC		X	X		
4. BROVIAC	X				
5. Peripheral		X			



CPE Clinical

arterial line									
- Clave change	X								
- Dressing change	X								
- Adm. of TPN	X								
- Adm. Lipids	X					X		1/18	
- Assist CVL placement	X								
IV. Chest Tubes Mgt.									
- Check MD orders	X								
- Set up CTubes	X								
- Assist in CTubes placement	X								
- removal	X								
- CTube dressing change	X								
- Monitoring	X								
a. suction level	X								
b. Drainage level	X								
c. Air leaks	X								
V. Enteral Feedings									
- Insertion OGT/NGT									
- Removal of tubes	X								
- Check placement & residual	X					X		1/17	
- Monitor	X								
- calculate ml/min									
- Dressing change	X								
- Care of Ostomy	X					X		1/25	
- Care of gastric decompression	X								
VI. Tracheostomy Mgt.									
- Check placement	X								
- Suctioning	X								
- Dressing change	X								
- Check for air leak site, & O2	X								
VII. Laboratory									
- Check MD orders	X								
- Collection									
a. Heel stick			X			X		2/14	
b. Blood draw			X						
- Broviac	X								
- UC	X								
c. Tracheal / nasal aspirate	X								
d. Skin swab	X								
- Diagnostic test									
a. Urinalysis					X				
b. Blood culture					X				
c. Glucometer					X		X	2/14	
d. Urine drug test	X								
e. LP	X								
f. Thoracentesis	X								
- Interpret Lab. results									
a. CBC					X				
b. BMP/CMP					X				

CPE Clinical

c. ABG				X				
d. CXR				X				
VIII. Oxygen MGT.								
- HFJV	X						X	2/14
- HFOV	X							
- NIPPV	X							
- A/C Mode	X							
- SIMV-Invasive	X							
- Bubble CPAP	X							
- CPAP vent	X						X	2/14
- HFNC				X				
- Nasal Cannula				X				
- Venti Mask	X						X	1/25
- Weaning (ROAR)	X							
VIII. NICU age appr't equipments								
- Incubator				X			X	1/17
- Radiant warmer				X			X	1/25
- Phototherapy				X			X	1/17
a. Bililigh care	X						X	2/12
b. Check transcu- taneous Bilirubin	X							
c. Check Bililigh distance	X							
X. Documentation								
- Timely				X			X	2/14
- Accurate				X				
- Correct abbrev't				X				
- Process	X			X			X	
a. Admission								
d. Discharge	X							
e. Transfer	X		X	X			X	
f. Teaching			X	X			X	
g. Assessment			X	X				
h. Vital signs								
XI. Collaborative Communication								
- Referrals	X		X	X			X	
- SBAR				X				
- Physician				X				
- Pharmacy							X	
- Diagnostic	X			X				
- Respiratory				X				
- Case manager								
- Chaplain	X							
XII. Adm/Discharge								
a. Admission				X				
- Routine adm.	X			X				
- Small Baby adm	X			X				
- Bed Preparation	X							
- Unit transport	X							
- Education	X							
b. Dscharge								
- Newborn screening	X							
- Hearing screening	X							
- CHD screening	X							
- Car seat challenge	X							

CPE Clinical

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

Student Name (print):

Student Signature:

Clinical Unit:

Date;

IM8: Capstone Appraisal of Student Performance

(preceptor Completes and Review with student)

Student: Victoria Gutierrez

Midterm: _____

Unit: NICU

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. 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?

I think her strengths are her compassion for her patients and her willingness to learn and try new things.

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

I think she should continue to ~~work~~^{work} on her confidence.

Preceptor Signature: Lizeth Hernandez Date: 2/26/24

Student Signature: _____ Date: _____

Instructional Module 8: Capstone Preceptorship- Performance Evaluation Rubric

Student Name: Victoria Gutierrez Unit: NICU Date: 2/26/26 Midterm Grade:

Performance Criteria	(10)	(5)	(2)	Midterm Score
1. Preceptor's input: (Graduate competency)	Outstanding performance -Needs minimal guidance	Satisfactory performance - Needs average guidance	Below average Performance - Needs significant guidance	10
2. Professionalism a. Promptness b. Responsibility c. Positive attitude d. Overall Courtesy & respectful e. Team player	Professional Displayed professionalism in all criteria	Participating Needed one or two reminders to demonstrate professional behavior.	Unprofessional Needed more than two reminders to demonstrate professional behavior.	10
3. Attendance & Reflection a. Punctuality b. Notify Instructor & Preceptor c. Promptness d. Clinical reflection	Always arrives 15 minutes before bedside shift report. Notify the preceptor & instructor the day before for schedule changes. Completed 5 shifts. Submit clinical reflection on or before due date	Minimally late (less than 5 minutes) on one occasion and notified instructor/preceptor. One request for re-scheduling of clinical day. Late submission	Late more than 5 minutes late on more than one occasion & failed to notify the Clinical instructor & preceptor. More than two request for re-scheduling of clinical day. Not submitted	10
4. Documentation a. Timely manner b. Accurate c. Appropriate d. Complete	Done in a timely manner. Needs minimal assistance from preceptor. Data provided complete, accurate and appropriate.	Needs assistance from the preceptor.	Needs significant assistance from the preceptor.	10
5. Daily events & Skill checklist Update a. Timely b. Complete c. Shows skills progression	Done in timely manner, complete and shows skills progression every 12 hours shift.	Incomplete (one shift) documentation on daily events but shows skills progression on skills Checklist.	More than one incomplete documentation on daily events & minimal skills progression on skills checklist.	10
6. Bedside Report a. Use the official (Kardex) -SBAR B Update Kardex-SBAR	Always use the official Kardex when reporting. Update the Kardex before giving the bedside report.	Skipped one or two information during the bedside report. One or two new information not documented.	Skipped more than two information & disorganized. Failed to update the Kardex.	10

Clinical Instructor : _____ Date: _____

Grade legend: 51- 60 pts = 100%, 50-30 pts.= 85%, 29-19 pts= 75%. 18-2pts = 70%.

Midterm: 20% + Finals: 20% = 40%

Example= Midterm 85% + Finals= 100% = 185 /2= 92.5 % x 0.40%= 37%

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. 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?

Pt. care, med pass, keeping sterility, and gaining confidence

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

Documenting, anticipating pt. needs, and more confidence

Student Signature: Victoria Gutty Date: 2/26/26

Evaluation of Preceptor by Student

Name of Preceptor: Lizeth Verron

Clinical Unit: NICU

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 <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 pushed me more to learn independtly but helped when needed.

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

none keep doing what you are doing.

Student Signature: Victoria Gutierrez

Date: 2/26/26