|  |
| --- |
| Physical Fitness of Nurses  110007510  University of Windsor  October 28, 2019 |

***Experiential Learning Lab I Reflective Journal***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name:** | | Reem Boudali | **Week:** | 8 | Date Submitted: | October 28, 2019 |
| **Criteria** | **Reflective Thoughts** | | | | | | |
| **Look Back (L):** | In the first lab of the semester (week 2), we lifted patients in a bed with a partner. I was unable to match my partner’s strength when raising the lift sheet, thereby putting the patient in danger of rolling out and getting injured. | | | | | | |
| **Examine Experience (E):** | During the first lab, I practiced lifting a patient in a bed without his/her assistance; M. was a patient, and S. was the other nurse. First, S. and I set up a lift sheet under M. Since S. was much taller than me, I felt S. raise the lift sheet higher than I did. I was unable to match the height because of my lack of strength; as a result, the lift sheet was angled, causing M. to roll towards me. M. seemed to be startled: I heard her yelp in response to the sudden change. Immediately, I felt embarrassed at my inability to perform the task; it showed how physically weak I was. After reflecting on the situation, I believed that I was simply incompetent; I failed to protect the patient properly. In a real situation, a patient is at high risk of injury from shear forces or falls if nurses do not move them in a safe manner. | | | | | | |
| **Appraise & Analyze the Lab Event**  **Compare and contrast:** | My lack of physical fitness almost injured M.. Although fitness to practice is one of the entry to competencies decided by the College of Nurses of Ontario (CNO), there is no quantitative measure of what physical fitness entails ([CNO], 2014). The article I found discussed a study on nursing students in Thailand, where researchers concluded that the overall health of the students ranged from poor to moderate. Furthermore, the researchers referenced similar studies completed in the UK, Germany, and Spain that mirrored their results. Piyanee, Hong-Gu, and Ying (2015) reasoned that nursing students’ physical health should not be so poor considering nurses learn about the importance of healthful habits. I agree with their conclusions: if a nurse can keep others healthy, they should have no problem doing the same for themselves. Reality, however, does not agree. Although I want to be active, I cannot fit exercise into my busy schedule. I believe nursing is a very self-regulated field where nurses constantly need to ensure that they meet policy standards and strive for improvement. Nursing does not have the constancy of other professions: every patient is different, so a nurse needs to be flexible and fit enough to tackle any situation.  Similarly, the therapeutic nurse-client relationship is based on trust; hence, from the patient’s perspective, the nurse should be fully capable of providing safe care. The client expects this of the nurse and if this expectation is not met, the trust in the relationship can be broken. Without a proper nurse-client relationship, delivering care is much more challenging. Even nurses themselves affirm that they should provide the best care within their limits. Society also holds nurses to a high standard since they care for weak individuals. Nevertheless, nurses rarely invest in themselves to increase their competence. If the trend of physically weak professionals in the field continues, the healthcare system may be forced to shift to more automated/machine-oriented care to reduce human error and reduce the need for physical strength.  The question of what it means to be physically fit remains unanswered. Universal measures for mental and psychological health exist, such as the range of hours for proper sleep. This works because the proper amount of time is not dependant on any factors other than age. Therefore, the same numbers work for a large group of individuals. On the other hand, establishing a quantitative rubric for physical health is difficult because people have various body shapes and genetic makeups. This results in physiological differences and distinct capabilities. The mentioned study compared its results to the standard of the country to decide if participants were healthy. For some countries and communities, no normal standard exists because the physical diversity is too vast. | | | | | | |
| **Research & Revision (R):** | In summary, the article stressed the importance of adequate physical fitness. I learned that achieving proper fitness is the student’s responsibility since nursing is a self-regulated profession. Since the CNO and other regulating bodies have not explained precisely what fitness to practice entails, students must use their own discretion. Proper footing, weight transfer, nurse synchronization, and other techniques will facilitate tasks for students, such as moving patients (Potter, 2019). Students must access clinical situations, analyze where they may struggle to provide safe care, and ensure they take the proper steps to complete the task safely. | | | | | | |
| **New Perspective (N):** | The most immediate implementation I can make is to commence a consistent exercise routine including both strength and endurance-building activities. The overall goal is to maintain fitness to practice, which the CNO (2014) defines as “the necessary physical or mental capacity to practise competently, safely and ethically.” (p. 12). To cover the mental aspect, I will self-reflect regularly and decide if I meet policy standards by checking documents from CNO and other regulatory bodies. CPEs will also guide me during my practice. With these resources, I can create a plan for self-improvement. | | | | | | |
| **References:** | Piyanee, K., Hong-Gu, H. & Ying, L. (2015). Physical fitness, health behaviour and health among nursing students: A descriptive correlational study. *Nurse Education Today,* 35(12), 1199-1205. doi:10.1016/j.nedt.2015.06.014  College of Nurses of Ontario. (2014). Entry-to-practice competencies for registered nurses [PDF file]. Retrieved from http://www.cno.org/globalassets/docs/reg/41037\_entrytopracitic\_final.pdf  Potter, P. (2019). Performance checklist skill 45-1 moving and positioning patients in bed [PDF file]. Retrieved from https://blackboard.uwindsor.ca/bbcswebdav/pid-1066570-dt-content-rid-10454712\_1/courses/NURS1511-MAIN-2019F/Moving%20and%20Posting%20in%20Bed.pdf | | | | | | |