

Reflective Journal Rubric

Student statement: By submitting this reflection, I am acknowledging that it is my own work. Comments are my own and have not been used in any previous work (inside or outside the institution). I have followed the rules outlined by my instructor and am compliant with the University of Windsor, St. Clair College, and/or Lambton College Academic Integrity Policy.

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Student Number: 110070419

Date: January 21 2022

Category	Satisfactory	Unsatisfactory	Student Reflection (must be typed)
Look Back (L)	<ul style="list-style-type: none"> Identifies ONE relevant clinical event/experience/ learning opportunity that was significant/impactful in one or two sentences. Describes this ONE clinical event so that the reader can gain an understanding of what occurred. Provides opinion/idea/perspective and feelings related to own. role/actions/performance in this clinical experience. 	<ul style="list-style-type: none"> Does not provide a clear and succinct description of ONE clinical event, experience or learning opportunity. Does not provide own feelings related to the clinical experience. Identified event, experience, or learning opportunity is not relevant to clinical practice. 	<p>Being able to take a patient's vitals was impactful because I finally got to actually apply the skills I learned in lab and the knowledge I learned from lab.</p> <p>When in clinical I met my patient for the first time, I introduced myself, got a patient identifier and asked if I could take their vitals. They were happy to have me do them. I cleaned the machine and placed the clip on their finger. And the bp cuff on their arm. I then recorded their vitals and charted them.</p> <p>This experience was very exciting for me because it was the first time, I could apply my knowledge and build my confidence in a hospital setting with real patients. I think I did a good job for my first time as well.</p>
Examine Experience (E)	<ul style="list-style-type: none"> Selects a scholarly article that relates to this clinical experience (may use a CNO standard or BPG in addition to article, but not in lieu of an article). Briefly summarizes key ideas/findings of the article. Compares/contrasts own ideas/thoughts with those expressed by the author(s) with explanation. 	<ul style="list-style-type: none"> Does not incorporate a scholarly article. Summary of the key ideas/findings of the article are not included. No explanation of the author's ideas/thoughts compared/contrasted with own. 	<p>The findings showed that taking vital signs take up half the patient nurse interactions, and that vital signs are mainly taken based on nurses clinical judgement and availability rather than the policy mandated frequency.</p> <p>As also said by the author I agree that its important to be taking vital signs regularly can prevent patient safety issues or harm because vital signs are a component of early warning signs.</p>
Appraise and Analyse (A)	<ul style="list-style-type: none"> Discusses at least two other people's ideas/opinions/ perspectives that should be 	<ul style="list-style-type: none"> No other perspectives are discussed. 	<p>When talking to my peers they agreed that being able to take patient vitals was a great was to gain confidence before doing bigger skills such as bed bath and transfers.</p>

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	<p>considered related to this clinical event (how might they feel: e.g. client, peer, family, other discipline, etc.).</p> <p>**A reflection graded as <i>excellent</i> would also include the following:</p> <ul style="list-style-type: none"> • Examines perspectives surrounding this event at the level of nursing in general, and/or society in general (e.g. impact on health care system/nursing profession, political, financial, cultural influences on Canadians). • Identifies how the event/situation challenged own perspective(s) and status quo (usual way of doing things). • Poses questions that should be considered due to their significance to nursing practice. 	<ul style="list-style-type: none"> • Only one other perspective is discussed 	<p style="color: red;">When talking to my family about how my first day of clinical went, I explained to them I got to meet my patient and take their vitals. They were very excited for me to be starting this journey of becoming a nurse and thought it was great that the university of Windsor offers first year clinicals because then I'm able to get experience and apply my learning to real life situations. And I think the same thing relates to the impact on the health care system. As a student nurse I believe getting these opportunities will make me a better and more confident nurse when I get my first job. Also, when putting student nurses in the hospital to learn its also helping the strain on nursing and in turn allowing for a better patient outcome.</p>
<p>Research and Revision (R)</p>	<ul style="list-style-type: none"> • Provides summary of learning from this clinical experience and from the article findings. • Identifies what they could have done differently in this clinical experience. 	<ul style="list-style-type: none"> • Summary not provided • Does not identify what they could have changed about their own role/actions/performance in this clinical experience. 	<p>I learned from this article that as much as taking patient vitals is a simple task, its still very important and makes up about half the client nurse interactions. Taking patient vitals is something I will do for the rest of my career and I will always be able to look back on when I first started and reflect on how much Ive grown. Taking patient vitals is also very important because it can detect and show warning signs of any issues. I think I did do a good job taking vitals, however I could have monitored their respirations in a better way so that it was more accurate. They were watching tv sitting up so I did find that positioning a little more difficult.</p>
<p>New Perspective (N)</p>	<ul style="list-style-type: none"> • Incorporates specific examples of how this new/enhanced knowledge will be implemented into future practice as a nurse. 	<ul style="list-style-type: none"> • No specific examples for implementation into future practice are incorporated. 	<p>This new knowledge will help me to be a more diligent nurse and have a better understanding about the importance of checking vital signs. I also can make sure to use the time I take vital signs as a way to get to know my patient and form a better patient relationship. A nursing resource could ne looking to the CNO practice standards and knowing the recommended rate for checking a patients vitals.</p>

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	<ul style="list-style-type: none"> Identifies a nursing resource(s) that will assist to develop this aspect of practice (e.g. identify a specific nursing textbook etc.). 	<ul style="list-style-type: none"> Does not identify a nursing resource to assist with learning 	
Concept Identification	<ul style="list-style-type: none"> Identifies and describes key curricular concepts that influence the experience (minimum one in 1st year; two in 2nd year; three in 3rd year; minimum four in 4th year) <p>(critical thinking, know-based practice, evidence informed decision-making, health, teaching & learning, professional practice, communication, leadership, collaboration, safety, person family centered care, and informatics)</p>	<ul style="list-style-type: none"> Does not identify and/or describe related curricular concepts that relate to the experience/reflection. 	Evidence informed decision making has an influence on my experience because when taking a patient vitals you are using your knowledge about normal range of vitals and applying them to your patient. Were the vitals normal? What may it mean if they weren't? you are also using your knowledge of how often to take vitals to prevent missing any early warning signs and applying that which is also showing know-based practice.
References and APA Format	<ul style="list-style-type: none"> Scholarly article(s) and any additional resources (CNO, BPG) correctly cited in reflection in APA format. Title page in correct APA format Reference in correct APA format 	<ul style="list-style-type: none"> Incorrect APA format throughout reflection Incorrect APA format on title page Incorrect APA format for article(s) and/or other sources. 	Student Reference(s) in APA Format: Cardona-Morrell, M., Prgomet, M., Lake, R., Nicholson, M., Harrison, R., Long, J., Westbrook, J., Braithwaite, J., & Hillman, K. (2015, December 29). Vital signs monitoring and nurse–patient interaction: A qualitative observational study of hospital practice. <i>International Journal of Nursing Studies</i> . Retrieved January 21, 2022, from https://www.sciencedirect.com/science/article/pii/S0020748915003831
Grade:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Excellent	<input type="checkbox"/> Unsatisfactory	