**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.

Student Name: Student Number: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Satisfactory** | **Unsatisfactory** | **Student Reflection (must be typed)** |
| **Look Back****(L)** | * 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.
 | * 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.
 | In clinical I was able to watch a dressing change on a unstageable pressure sore. Myself and 3 other clinical students observed as a nurse changed the brief and changed the dressing of a person with a large unstageable pressure sore, she took out the old dressing and sprayed sterile saline in the wound to clean in. from there I was unable to see the rest because I felt faint. This was my first time seeing any type of wound. After seeing this wound, I felt very sad that things like that happened to patients. The nurse had explained that something like that is the result of bad nursing care. It made me a lot more concerned about pressure sores and made me realize how terrible and real they really are. It made me want to be an amazing nurse, a nurse that wouldn’t allow something like that to happen to a patient.  |
| **Examine Experience****(E)** | * 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.
 | * 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.
 | The key finding of the article was that A baseline review of PIP standards found no formal policy or educational program addressing HAPI prevention specific to ICU patients. Inconsistency in PIP care was believed to stem from lack of education on best practices. And that providing the education and tackling barriers and empowering staff members and providing resources to assist with HAPI prevention strategies helped keep patients safe and maintain nursing quality at a high level. Even during times of significant stress in the health care field. A agree with the author that better education and training helps with patient care. I know this because as being a student seeing a pressure sore up close and learning about it really helps me to see the importance in repositioning a patient every 2 hours.  |
| **Appraise** **and** **Analyse** **(A)** | * Discusses at least **two** other people’s ideas/opinions/ perspectives that should be considered related to this clinical event (how might they feel: e.g. client, peer, family, other discipline, etc.).

**\*\***A reflection graded as ***excellent would also include the following:**** 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.
 | * No other perspectives are discussed.
* Only one other perspective is discussed
 | One of my peers agreed that it was very interesting and sad to see the pressure sore. We discussed how it made us want to be better nurses and do as much as we can to not let that happen. We agreed that witnessing this as nursing students has most likely had a great deal of impact on our future as nurses and set us on the track of being great nurses who will be mindful and vigilant of pressure sores. Another opinion would be that of my dad. He is a firefighter and has seen some crazy things. I talked to him about my experience with this patient and he said to make sure I allow myself to learn from it and continue to have empathy for the patient rather than ever getting conditioned to things like that.  |
| **Research** **and** **Revision****(R)** | * Provides summary of learning from this clinical experience and from the article findings.
* Identifies what they could have done differently in this clinical experience.
 | * Summary not provided
* Does not identify what they could have changed about their own role/actions/performance in this clinical experience.
 | What I have taken from this clinical experience and article was that education and training on pressure sore care and prevention is vital to being a nurse. In this situation I could have tried to prepare myself better so that I hadn’t felt faint and have to leave because that lead me to miss out on an important learning opportunity.  |
| **New Perspective****(N)** | * Incorporates specific examples of how this new/enhanced knowledge will be implemented into future practice as a nurse.
* Identifies a nursing resource(s) that will assist to develop this aspect of practice (e.g. identify a specific nursing textbook etc.).
 | * No specific examples for implementation into future practice are incorporated.
* Does not identify a nursing resource to assist with learning
 | This new knowledge will help me as a nurse by making me understand the severity of a pressure sore and why we do what we do to prevent it. A resource that will help me further this knowledge is my potter and perry text book which has many articles on how to prevent pressure sores as a nurse.  |
| **Concept Identification** | * 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)

(critical thinking, know-based practice, evidence informed decision-making, health, teaching & learning, professional practice, communication, leadership, collaboration, safety, person family centered care, and informatics) | * Does not identify and/or describe related curricular concepts that relate to the experience/reflection.
 | The curricular concept that influenced this experience was teaching and learning. I took a learning opportunity and I’m so happy that I did because I learned so much that will help me in the future as a nurse and allow me to educate others on how severe pressure sores are and how we can prevent them.  |
| **References and APA Format** | * 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
 | * 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:** Wild, K., &amp; Makic, M. B. (2022). Reducing hospital-acquired pressure injuries during the COVID-19 pandemic. Critical Care Nurse, 42(2), 82–84. https://doi.org/10.4037/ccn2022315 |
| **Grade:** | **□ Satisfactory □ Excellent**  |  **□ Unsatisfactory**  |  |
|  |  |  |  |