**Great Catch!** Form

Using Tanner’s (2006) Clinical Judgment Model

Student Name:

Date and Time:

Clinical Instructor:

Clinical Site:

Brief Description of Great Catch:

**Background**

Dewey (1933) defines reflection as “the turning over of a subject in the mind and giving it serious and consecutive consideration” (p. 3). This form provides you with a guide for reflection intended to contribute to the development of your clinical reasoning skills as a nurse. This guide is based on Tanner’s (2006) Research-Based Model of Clinical Judgment in Nursing which focuses on the role of nurses’ background, the context of the situation, and nurses’ relationships with their patients as fundamental to nursing process. Tanner (2006) states that “clinical reasoning must arise from this engaged, concerned stance, always in relation to a particular patient and situation and informed by generalized knowledge and rational processes, but never as an objective, detached exercise with the patient’s concerns as a sidebar (p. 210).”

**Student Instructions**

Please complete this form with the above concepts in mind. Remember that your experience and input may help to prevent a similar occurrence in the future. Answer the questions for each section and include any other relevant information. Use the back of the form for additional space, if needed. After completing and signing the form, review it with your clinical instructor, who will provide feedback. At this time your clinical instructor will sign, collect and forward the form to the Assistant Dean for Undergraduate Programs via email, mail or in person within one week of the event.

**Noticing**

What factors may have contributed to this potential medication event? Examples: distractions/interruptions, gaps in knowledge/experience, culture of the unit, medication administration system, lack of time spent with the patient, dose/rate miscalculation, etc.

**Interpreting & Responding**

How was the potential medication event caught before administration? How did you decide what to do about it?

**Reflection on Action**

What could have occurred if the medication event had actually occurred? What would you do differently in a similar situation in the future? What did you gain/learn from this experience?

**Signatures**

Student Date

Clinical Faculty Date

Assistant Dean for Undergraduate Programs Date

**References**

Dewey, J. (1933). How we think: *A restatement of the relation of reflective thinking to the education process*. Boston: Health.

Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. Journal of Nursing Education, 45(6), 204-211