

Covenant School of Nursing Reflective



Learning to be a reflective practitioner includes not only acquiring knowledge and skills, but also the ability to establish a link between theory and practice, providing a rationale for actions. Reflective practice is the link between theory and practice and a powerful means of using theory to inform practice thus promoting evidence based practice.” (Tsingos et al., 2014)

Using the Reflective Practice template, document each step. The suggestions in the boxes may help you as you reflect on the incident. This Reflective Practice document will be reviewed by faculty and then you will post the final reflection in your LiveBinder folder.

<p>Step 1 Description A description of the incident, with relevant details. Remember to <u>maintain patient confidentiality</u>. Don't make judgments yet or try to draw conclusions; simply describe the events and the key players. Set the scene! It might be useful to ask yourself the following questions</p> <ul style="list-style-type: none"> • What happened? • When did it happen? • Where were you? • Who was involved? • What were you doing? • What role did you play? • What roles did others play? • What was the result? 	<p>Step 4 Analysis</p> <ul style="list-style-type: none"> • What can you apply to this situation from your previous knowledge, studies or research? • What recent evidence is in the literature surrounding this situation, if any? • Which theories or bodies of knowledge are relevant to the situation – and in what ways? • What broader issues arise from this event? • What sense can you make of the situation? • What was really going on? • Were other people's experiences similar or different in important ways? • What is the impact of different perspectives eg. personal / patients / colleagues?
<p>Step 2 Feelings Don't move on to analyzing these yet, simply describe them.</p> <ul style="list-style-type: none"> • How were you feeling at the beginning? • What were you thinking at the time? • How did the event make you feel? • What did the words or actions of others make you think? • How did this make you feel? • How did you feel about the final outcome? • What is the most important emotion or feeling you have about the incident? • Why is this the most important feeling? 	<p>Step 5 Conclusion</p> <ul style="list-style-type: none"> • How could you have made the situation better? • How could others have made the situation better? • What could you have done differently? • What have you learned from this event?
<p>Step 3 Evaluation</p> <ul style="list-style-type: none"> • What was good about the event? • What was bad? • What was easy? • What was difficult? • What went well? • What did you do well? • What did others do well? • Did you expect a different outcome? If so, why? • What went wrong, or not as expected? Why? • How did you contribute? 	<p>Step 6 Action Plan</p> <ul style="list-style-type: none"> • What do you think overall about this situation? • What conclusions can you draw? How do you justify these? • With hindsight, would you do something differently next time and why? • How can you use the lessons learned from this event in future? • Can you apply these learnings to other events? • What has this taught you about professional practice about yourself? • How will you use this experience to further improve your practice in the future?

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Use this template to complete the Reflective Practice documentation. Do not exceed the space in each box. Any information not visible to you is lost.

<p>Step 1 Description</p> <p>This week in simulation I used the information I was given about a patient to then interpret what was going on with my patient. My patient was diagnosed metastatic non-small cell lung cancer a year ago. The patient was dehydrated and had some abnormal electrolyte levels. I was in charge of the medication administration. The patient had a IV morphine PCA pump that administered 0.5 mg every 10 minutes to help with the pain. Labs came back and several electrolytes are low. The patient had hypokalemia. I focused on continuously assessing my patient, due to her electrolyte levels. I focused on providing comfort to the patient throughout my time with her. The patient voiced her struggles from effects of cancer treatment. I told her that I would do my best to help make sure that she was comfortable.</p>	<p>Step 4 Analysis</p> <p>I had previous knowledge of how to specifically treat critically ill cancer patients because I have had close friends and family members that have had cancer. I know the pain and heartache that these patients often face, so I feel that it better equipped me in providing care for my patient. However, my experience was different as a family member to more of a healthcare provider role. I found it to be a newfound struggle of juggling what the patient and family want and what is ultimately best for the patient physically.</p>
<p>Step 2 Feelings</p> <p>I was extremely nervous and anxious about SIM. I was worried that I would make a fool of myself in front of my instructor and peers. Throughout nursing school in a pandemic online, I have worried that I will not be as equipped as a nurse. I have worried that I will not be a good nurse. I did make mistakes throughout the SIM experience, but my perfectionist self is coming to realize that it is about striving to be better. If I did not strive to be better or learn from my mistakes, then I would just become complacent. It helped to have the reassurance and encouragement from my instructor that I was not falling behind. It has instilled a little bit more confidence in myself that will allow me to relax and delve into the information that I do know so then I can try to navigate the stuff I do not know.</p>	<p>Step 5 Conclusion</p> <p>When it was my turn, I found myself overthinking things, even though I had written up all the medications, and labs the night before. I was confused about my patient's labs. What I should have done is I should have called the laboratory and verified that these were the results from my patient. I also wish that I would have slowed down upon entering my patient's room. I should have assessed my patient's IV lines on the pump as well as the PCA line, before going to the medication room to prepare my medications. I have learned that it is so important to use all the little things like vital signs to determine what is going on. I must work on applying the knowledge that I have to use it on the floor.</p>
<p>Step 3 Evaluation</p> <p>I found my Simulation experience to be a learning one. It of course was easier when I was able to evaluate my peers. I think that I was more knowledgeable about each particular case during observation partially due to the fact I was not anxious about performing to a certain standard. When it was my turn to be on the spot, I believe I succeeded in performing certain skills, in communication, and having compassion for my patient. I did not expect myself to freeze up as much as I did. When it was my turn, I found myself overthinking things, even though I had written up all the medications, and labs the night before. I know that these are things that I have to overcome and work on.</p>	<p>Step 6 Action Plan</p> <p>I found that the simulation tested and challenged me mentally in all the right ways. I found the whole thing to be a great test. I know that I need to make more of an effort in surveying my room and thinking critically. I know that there will be fast-paced and high-stress scenarios similar to this that I will have to respond to accordingly. I found this whole experience to be beneficial where we were allowed to make mistakes when the stakes are not so high.</p>

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