

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>In Sim lab this week, I had a patient that was admitted for community acquired pneumonia. This patient had multiple hospitalizations prior to this due to upper respiratory infections. This patient had a six-year history of chronic obstructive pulmonary disease. I was one of two nurses to take care of this patient. After receiving report from my instructor, the other colleague and I entered the patients room to introduce ourselves and begin our initial assessments.</p>	<p>Step 4 Analysis</p> <p>After calling respiratory and giving them report on how the patient was doing, respiratory came and put the patient on a venti mask at 4L and taught the patient some breathing exercises. A venti mask gives a more concentrated flow of oxygen because it is an enclosed mask. A venti mask at 4L gives 28% FiO₂. Once this was put on the patient, they started breathing better right away. I think once he got the fully covered mask, the patient was able to breath in more oxygen which helped his oxygen saturations come back up into the 90s. People with COPD will typically have a lower oxygen saturation because of their disease so it is important to keep the patient at a level that is "normal" for them.</p>
<p>Step 2 Feelings</p> <p>At the beginning of this simulation, I was feeling very nervous because this was the first time for me to do total patient care without any other assistance from a registered nurse. It was just me and a fellow nursing student to assess the situation and decide what needed to be done first with our patient. After walking into the patient's room and introducing ourselves, we first started to take vitals and do the necessary assessments to see how the patient was doing. After doing the initial assessment of listening to the lungs and heart, I started to feel a little less nervous because it was important to talk with the patient and see if he was having any issues that needed to be addressed at that moment. It was important for me to focus on the patient at that moment and push my nervousness aside.</p>	<p>Step 5 Conclusion</p> <p>I believe I could have made this situation better by calling respiratory sooner and getting the patient relief sooner. I know it is difficult for COPD patients to get relief breathing but it is our responsibility as the nurse taking care of them to do what we can to bring the patients comfort level up even just a little bit. I think my colleague and I were able to take care of the things we needed to as best we could. My colleague was getting the medications for this patient while respiratory was setting the patient up with the venti mask, so we were able to get things done at the same time. I definitely learned that I need to manage my time better and get to the conclusion of which task needs to be taken care of first and quicker.</p>
<p>Step 3 Evaluation</p> <p>During my assessment of the patients' lungs, I could hear crackles in the lower lobes during expiration. The patient was having difficulty breathing and could not seem to keep an oxygen saturation above 88%. It was difficult to help a patient breathe easier when the disease they have makes breathing very difficult. We tried to increase the rate of oxygen to help the patient breath better but it did not seem to help as much as we had hoped. We eventually called the provider to get some clarification on what we needed to do to help this patient and they recommended we call respiratory.</p>	<p>Step 6 Action Plan</p> <p>I think the overall situation of doing the simulation was very beneficial and educational. It was very helpful to go through the motions of total patient care and then be able to break down what went right and what went wrong. These kind of situations are important to go through so when we take care of real patients, they are in the best hands possible. I think SIM really put things into another perspective and helped me realize just how important nurses are to the patient. We are the first people who would start to see a decline in their health and the first people to react. Practices like this are definitely beneficial to the learning process and will help us become better critical thinking nurses in the future.</p>