

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>Transportation came to get the patient to take her to x-ray. This patient was in a car accident and had a compressed spine fracture, sternum fracture and head trauma. The patient was also complaining of right foot pain. I was in the room to get a blood culture and urine sample when transport arrived, so I was going to help the nurse and transported move her to the stretcher. A classmate was also in the room to help.</p>	<p>Step 4 Analysis</p> <p>The proper use of body mechanics during this event was essential. Knowing how to move the patient without hurting ourselves or without hurting the patient made me feel more confident in helping get her up and transferred to the stretcher.</p>
<p>Step 2 Feelings</p> <p>At the beginning I was nervous because I knew this patient was in pain and at shift change, the off-going nurse reported that this patient would tense up and become rigid when moving her out of bed. I knew moving her wasn't going to be easy, but we had lots of helping hands in the room.</p>	<p>Step 5 Conclusion</p> <p>I learned from this event that even the tiniest of patients can require several people to get them out of bed. In this instance it took 4 of us to get the patient out of bed and transferred. I believe it would have been better for us to slide her over onto the stretcher but she needed to get up and urinate so we could collect a urine sample.</p>
<p>Step 3 Evaluation</p> <p>One great thing that happened during the event was that the transporter spoke Spanish. No one else in the room was a Spanish speaker so it helped that she was able to communicate to her what we needed to do in order to get her to the other bed. It was difficult to move the patient to the other stretcher because she was in so much pain. She was also dead weight because of the pain her fractures caused.</p>	<p>Step 6 Action Plan</p> <p>Next time, I would have changed the plan of action because of safety issues and patient comfort. This move caused the patient obvious distress and at time I questioned whether this was the best move for this patient. If this situation were to happen again, I would straight cath the patient to get a urine sample and then use a slide board or the draw sheet to transfer her to the stretcher. I think it was unnecessary to get the patient out of bed for the transfer considering how much pain she was in.</p>