

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.

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| <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.

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| <p>Step 1 Description</p> <p>Today was a good day after I gave up a chance to start a blood draw on my primary Pt . I offered the attempt to a fellow student that had not been given a chance at a blood draw yet. After being offered the attempt I asked my nurse if it was ok for the other student to attempt instead.</p> | <p>Step 4 Analysis</p> <p>I feel that the student was very welcoming to the situation even though she was nervous. I think the impact that this situation has developed is that my fellow student will have more confidence in her blood draws/ IV sticks in the future.</p> |
| <p>Step 2 Feelings</p> <p>The nurse was ok with the attempt by the other student as long it was ok with the Pt. Once we got into the room the nurse explained to the Pt that the student was going to attempt the blood draw and that it was her first time, with the Pt stating that it was good and that she needed to learn. With the Pt and the nurse agreeing it made me feel good about my decision to offer it up the other student.</p> | <p>Step 5 Conclusion</p> <p>I think I could have made the situation better by maybe talking to the student about the chance to do a blood draw earlier in the day if it where to arise. That way maybe she would not have been as nervous instead of the sudden shock of being asked. I could tell she was nervous, but I explained to her that the more she tries the better she will become at it.</p> |
| <p>Step 3 Evaluation</p> <p>I think the event was great as a learning situation for the fellow student. Although we learn in sim lab on a fake arm, I feel the best is on real people. My nurse was supper helpful and explained the entire process to the student in a calm matter guiding her through the process.</p> | <p>Step 6 Action Plan</p> <p>I think the overall situation was great, seeing a fellow student be so proud of her accomplishment felt good to see. I think the nurse was also excited and proud that the student got it on her first attempt. I will use this experience when I eventually graduate and hopefully have my own students to teach.</p> |