

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

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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><b>Step 1 Description</b></p> <p>A patient was kind of concern with her care when she noticed that I was assisting my preceptor in giving her medication. It happened when she came back from a procedure a little before my lunch time. I was at the bedside scanning and verifying all my 7 rights. The people involved were my preceptor, the patient, patient's family, and myself. I was getting ready to give her a scheduled medication. The role that I played was having the patients care under supervision of a preceptor. Then there was the patient, the daughter and my preceptor. The result was that I was able to ease the patients concern and gain her confidence to let me give her schedule medication.</p>	<p><b>Step 4 Analysis</b></p> <p>What I can apply to the situation that I learned from previous knowledge is that you always have to go inside the room with confidence and let the patient know you are a professional. The Harvard Medica School website states "This is demonstrated by listening to our patients, asking for their opinion, and recognizing the importance of incorporating their personal values and priorities into treatment decisions. ...improve by always assuming best intentions and giving other people the benefit of the doubt. Before reaching a negative conclusion, ask questions to clarify and assume that best intentions were in mind" (Dr. James). This is relevant because we have to consider the patients feelings and consider their approval before proceeding with their care. No broad issues arose from the event. The sense I can make about the situation is that the patient wanted to know what she was receiving because she got a new a prescription and did not know why and I was ablet to explain to her what it was, and my preceptor helped with why it was prescribed. That is what was really going on, she did not recognize one of the medications and she was making sure I knew what I was doing. I am not sure if other people have had the same experience. The impact of different perspectives was that my preceptor was right there to help me answer any questions the patient had and also the perspective of the patient in being concerned about her care.</p>
<p><b>Step 2 Feelings</b></p> <p>In the beginning I was feeling a bit scared and anxious because I didn't know how to respond to the situation. What I was thinking was just giving the nurse the medication so he could just give it to the patient instead of me. I didn't feel sad because I understood why the patient would be concerned under a student's care. The words and actions of others made me feel a bit nervous because I wanted to ease my patients concern with me giving her medication. It made me feel timid. The way I felt about the final outcome was relieved and confident. The most important feeling I had was confidence. It is the most important feeling because I was able to ease my patients concern about me giving her medication.</p>	<p><b>Step 5 Conclusion</b></p> <p>The way I could have made the situation better would have been to know if she had new prescription. I was not aware of that. I don't believe others could have made the situation better. It was just a concern about a new medication and me giving it. What I could have done differently would be more aware of the new prescription and asking the patient if it was alright with her for me to administer it. What I have learned about this event is that being well informed about the medication is a considered thing when administering medication or new medication to the patient. Also, enter the patient's room with confidence and know what you are doing and be good at it.</p>

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Step 3 Evaluation	Step 6 Action Plan
<p>What was good about the event is that I was able to gain more confidence on the floor. The bad is that I was trying to easily give up and just let the nurse take over her care. The easy part was thinking about giving up so quick. What was difficult was trying not to show that I was nervous. What went well was that I was able to give her the scheduled medication. What I did well was answering her questions and letting her know that I was confident with my skills. What others did well was my preceptor guided me to continue giving medication and the daughter was not making me feel more nervous by asking me all kinds of questions. I did expect a different outcome because I expected the patient to not let give her the medication. Nothing went wrong, thankfully. I contributed by knowing the medication and letting her know that I was educated on the medication she was receiving and made her feel more comfortable.</p>	<p>What I think about this overall situation is that patients are well intrigued in their care and you have to be well prepared in order for them to cooperate with you and make them be confident there are in the right hands. A conclusion I can draw is that even if you are a student, you need to be confident with your care and ease their concerns. One thing I would do differently would be knowing a background of their medication and make sure I am knowledgeable on it as well. The way I can use this lesson in the future is that being confident can help the patient relax and cooperate with you. What this has taught me about professional practice is that you always have to be prepared and have the patients' needs and concerns as a priority. What this has taught me about myself is not to let my nervousness get the best of me. How I can use this in the future is by asking the patient what concerns she has about the new medication or anything in general and being there to execute that.</p>