



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?

Covenant School of Nursing Reflective

Student Name: Dylan Kitten

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>For simulation, another nursing student and I walked into a patient's room for the first time that day. Before walking in we knew the patient had low potassium levels and congestive heart failure, so we knew that we had to do a respiratory and circulatory assessment. We performed hand hygiene, introduced ourselves to the mom, and identified her and the baby. Next, we obtained the patient's vitals which showed an elevated heart rate and low blood pressure. After that, we did our focused assessments and a FLACC pain assessment. The pain assessment ended up being a 6. After making sure the patient and mom were alright, we left to obtain the patient's meds. Since the patient's potassium was low and two of her medications affected potassium, we decided to call the provider. The provider told us to not administer the medications and to instead administer a bolus of potassium. I then forgot to repeat the order back and left. We both left and remembered that we needed to ask about the pain relief too, so we had to call back the provider and sort the rest out. After that, we got the potassium bolus and headed back to the patient's room and started it. We also told the mom why we had to administer it.</p>	<p>Step 4 Analysis</p> <p>I could apply all of my clinical skills and the little bit of simulation practice we had in the last module. I could also apply the knowledge I had about furosemide and digoxin from the lectures we've had. The recent literature that helped was all of the lectured about assessments for pediatrics and the normal values associated with them. The issue that arises from this event is the fact that there are patients in the hospital like this simulation. They might not be the same, but we need to be ready for situations like this and be prepared to call the provider if something is off with the patient. We want our patients to be as safe as possible. We were learning in this experience so we just needed to take advantage of it and do as good as we could. We all had different points of view with this simulation which allowed different perspectives and learning opportunities for all of us.</p>
<p>Step 2 Feelings</p> <p>In the beginning, I felt nervous because last semester I had to do a simulation completely online so this one was completely different, and I didn't know what to expect. I mostly just thought I would forget everything and not do as good as I could. The rest of the simulation made me feel great because I felt like I was doing alright other than a few mistakes. I knew I tried my best and was proud of what I was doing. During the debrief I also felt great because the teacher and other students told us a lot of things we did well. Even though I messed up a little I felt good about how the whole simulation went and I feel like I learned a lot from it. I feel like it's important that I still felt good after making a few mistakes because now I can get better and learn from what I did wrong.</p>	<p>Step 5 Conclusion</p> <p>I could have made the situation by being more prepared. This includes knowing more about the patient before and when I called the physician. I forgot to write down all the information we needed before calling so I wasn't prepared enough. This made me frantic and forget all of the proper steps. If I had gathered everything before we may not have had to call again, and the patient could have gotten help faster. The other student did great but we both forgot to write a couple of things down which would have made the simulation a little smoother. I could have also gone into the room more confident so that I showed the patient and mom I knew what I was doing instead of second-guessing myself. I've learned how important it is to prepare and how to properly call a provider. I also learned how to assess a pediatric patient and more on how to talk to the caregiver in the room.</p>
<p>Step 3 Evaluation</p> <p>The best thing about the event is that it went smoothly with only a few hiccups. We both were able to help each other out and figured out how to do the simulation. The only bad thing was the provider call since I messed it up a little bit and we ended up having to call again. The easy part was talking to the patient and the mom. It was also easy doing the assessments and finding out what was wrong. The difficult part for me was the call since I had never done it before. I think the things I did well on were talking to the parent and doing the assessment. I didn't do the call as well as the rest of the simulation. The other student did well by helping figure out the situation and we were both able to split up tasks to make the process smoother. I feel like the overall outcome was good and I honestly felt like it would be even though I was nervous. Like I've said the only thing that went wrong is the provider call and I was just nervous, so I forgot everything to do for it.</p>	<p>Step 6 Action Plan</p> <p>Overall, I think the simulation went well and I feel like I learned a lot. Even though I was nervous in the beginning it ended up going well. It's hard staying organized when providing care to patients but it is possible with practice. We also may make mistakes occasionally, but we can learn from these and improve ourselves. If I could do this simulation again, I would just show up more prepared and write down everything I need to tell the provider. I can use the lessons I learned from this any time I deal with a patient and when calling a provider. I'll now be more prepared before calling. I will also try to be more vigilant because situations like this can easily happen and I need to make sure I provide the care my patients will need. Professional care takes a lot of planning and knowledge on how we should treat our patients so they can have the best outcome possible. I also learned that I can still improve and become better. I will try to always remember the proper steps now so that I make situations like this go smoother in the future.</p>