



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>

# Covenant School of Nursing Reflective

Student Name: Madison Gage

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>This week I had my clinical simulation and I had a chance to play the role of the nurse and the role of a family member. While I was in the role of the nurse, I was also assisted by another colleague who was also in the role of a nurse and another as a family member. The other nurse and I both went into the patient's room and did our initial assessment and decided to go get medications for the patient. Going into the simulation my colleague and I both knew the potassium was low but, we both let it go to the back of our heads for a minute. We knew we could not give our patient Furosemide because this would further lower the potassium. From there we decided to contact the provider to let them know what the situation was. The provider ordered a potassium bolus and we administered the medication to our patient, after that the simulation came to a close.</p>	<p>Step 4 Analysis</p> <p>I applied my knowledge about medications to this simulation. I had to know about Furosemide to know that it will lower potassium. I also was prepared with education on the other medications my patient was going to receive. Growth and development was also a very relevant topic during the simulation. My colleague and I came into the simulation with a good understanding on this and I believe it helped us provide better care. In order to provide the best care, you have to have a solid understanding of where that child is in development. We need to be able to recognize if this child will benefit from a transitional object or are, they in the oral stage which would make us take extra precautions about what they are putting in their mouth.</p>
<p>Step 2 Feelings</p> <p>Going into the simulation experience I was very nervous, last module I felt as if I did not do as well as I was supposed to so that really upped my nerves for this one. During the simulation I was so anxious, but it helped knowing that everyone was too. I was honestly thinking that I was not getting something throughout the simulation, but my colleague and I caught it. I did leave this simulation feeling very proud of myself and the rest of my colleagues for how well we performed. I think the most important emotion that I felt was that I can apply the knowledge I have learned to a very realistic scenario. I feel very comfortable with giving medications and doing skills but playing the role of the total patient care nurse was an empowering experience.</p>	<p>Step 5 Conclusion</p> <p>I believe I could have made this situation better by calming and slowing down. I think this would help because it gives me a chance to really think things through and get the full picture before moving on. Next time I also need to make sure I write my vital signs down, I totally forgot to do that. What I learned from this event was to trust my instincts and think through it. Next time I would also like to interact with my patient more and use the transitional object. I got caught up in the scenario and did not really think about utilizing that source. I would also get everything in order before calling the provider.</p>
<p>Step 3 Evaluation</p> <p>What I think could have been improved was we fumbled a little bit when calling the provider and did not have everything aligned before we called. I think as a new nurse I'm definitely going to write myself an SBAR before calling! I also think on having a little bit more knowledge on the content too. I was not too familiar with our patient's disease besides some brief pathophysiology. The patient's mom asked about the heart rhythm on the monitor and I did not know much about it. What was good is we caught that we needed to hold the patient's other medications, especially furosemide and give a potassium bolus. I think my entire group did very well. When I was the family member, I got to observe the other students in the nurse role. They did such a good job on taking care of the patient and educating the family member.</p>	<p>Step 6 Action Plan</p> <p>What this simulation experience has taught me about professional practice is, you never know what you are going to see when you walk into the room. You have an idea with report but, when I walked in my patient was very fussy and was not really wanting to eat. A bunch of different reasons was running through my head as to why this patient could be felling like this. I thought it was very neat to have all the ideas running through my head and troubleshooting them. I believe this experience will further improve my practice in the future because I was able to learn more about how to call the provider, using transitional objects, and recognizing critical lab values.</p>