

## Covenant School of Nursing Reflective Practice



*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. <u>Remember to 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' perspectives?</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>                  On Wednesday January 13, 2020, we joined on our TEAMS meeting for our online simulation day. Unfortunately, we were not able to participate in our first day of in person simulation due to bad weather. Our instructor gave us an outline of what the day would look like, and asked who would want to go first. No one volunteered, but she asked who answered certain questions, so two students then came forward. She gave report to the two students and then told them what they would do. The students were a little lost and not sure on what to do. They took the task though and rolled with the punches. She kept asking them questions to try to have them critically think. They answered some questions correctly and others it took them a little while. It took them longer than expected and at the end we all had time to debrief and talk about the good and bad in the scenario.</p>	<p><b>Step 4 Analysis</b>                  The first scenario we were given I knew more of the questions to then the second one because I have seen a similar situation like that in one of my clinical days. That is how we will row when we continue to see new things and it will help us to handle a similar situation in the future. Hearing my students do things in a different order than I may have puts into perspective the how different we may see situations and that's why nursing involves a team. The healing of a patient calls for collaborative care and it does not just rely on just one individual.</p>
<p><b>Step 2 Feelings</b>                  I do not like to go first in anything I really do. I am a hear it, see it, and then do it type of person. So I was nervous to step up and be the first to go. While my two fellow students walked through the scenario, I felt like I knew what to do with their patient because I have seen it in a hospital setting. I felt bad for my classmates because they felt like they were lost. I tried to encourage them and let them know it is harder when you are on the spot getting asked to play a part in a scenario and answer the questions. They set the tone for us and gave us an understanding on what we were supposed to do.</p>	<p><b>Step 5 Conclusion</b>                  I wish I would have gone first two try to see where I am in my critically thinking skills, but I also may not have thought of some of the things that my students have thought of. To me, it is harder trying to talk through it then being in a simulation scenario. To me, being in the simulation center is close to things we may see in the clinical situation. I am glad that we are able to learn in way and form given the circumstances we are living in now.</p>
<p><b>Step 3 Evaluation</b>                  My two classmates did a great job communicating with each other during the scenario. When one did not know what to do or the answer to the question, they would ask each other for help or for their opinion. Communication was a big role in the project. They learned how to communicate with each other, the charge nurse, and the physician in the scenario. The bad thing is that we ran out of time that we could not all participate in the scenario, but I enjoyed seeing the way others think because it allows me to broaden my view of thinking. Also, I wish we could have done our in person simulation instead of talking it through. It may have been easier to play the roll instead of trying to go through the steps online.</p>	<p><b>Step 6 Action Plan</b>                  I could take the plan of care and thinking into further scenarios in the future especially in the clinical experience or when I am on the job. Taking advantage of any learning opportunity to expand on my learning will help me continue to grow into the nurse that I wish to be.</p>