

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>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. personnel / 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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Final Clinical Reflection

I believe I grew the most during my last five clinical days. I started transitioning to the total patient care nurse of a PICU nurse's full role. My preceptor started this process by allowing me to help her with skills for all of her patients. Then, she allowed me to manage all of the care for one patient at a time, until I took over fully. This allowed me to be introduced to nursing slowly and at my own pace.

One area I struggled with as I began to take on more tasks was time management. In the PICU, two very ill patients felt like having five patients on a med-surg unit. The PICU also doesn't have nurse aids to help take vital signs or perform simple patient care, so the primary nurse must allocate time to complete these tasks. To improve this skill, I started allotting time every morning to plan out my day. When I started using an hourly flowsheet, I noticed a huge difference in my time management skills. It also helped progress my prioritization skills, since I was able to see everything that need to be done during my shift.

This preceptorship has been an excellent guide for me to transition to a graduate nurse. During this time, I have been able to refine the following skills: assessments, trach care, oral care, ventilator management, foley catheter insertion, medication administration, and giving SBAR report. My preceptor helped me develop these skills by teaching me and giving me feedback after each task.

In conclusion, I believe this preceptorship was priceless to my education. If I could change anything, I would have wanted to start this process in module 7 to learn even more. This experience has allowed me to improve my practice, which will help me provide the best care for all my future patients.