



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

Jacey Hise

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>I went up to the SIM lab for scheduled practice with Mrs. Sue. I had two people in my group, but I never got to play the nursing role while I was there. Being the family member, I was able to realize how much pressure that can sometimes put on the nurse with the number of questions that were being asked.</p>	<p>Step 4 Analysis</p> <p>After this experience, I was able to see what it's like to stand on the other side of the bed from the nurse. The family members at the bedside are just as scared as the children and we need to do our best to help them in any possible way to decrease their anxiety as well.</p>
<p>Step 2 Feelings</p> <p>I didn't have any anxious feelings throughout the scenarios since I wasn't in the nursing position, but I was able to see what it's like being on the opposite side of the bed instead of being the actual nurse and the impact that family members can have on nurses.</p>	<p>Step 5 Conclusion</p> <p>I could have made this situation better by asking more frequent questions that we as student nurses are quite often asked about to help my classmates further their communication techniques. It can be very intimidating at times to be in a patient's room when their family members are asking us a lot of questions. It made me realize the importance of staying calm and confident and if you don't know the answer to a question, just ask!</p>
<p>Step 3 Evaluation</p> <p>From this situation, since I wasn't the actual nurse, it was really fun to watch my classmates do so well with the scenario. It can be very intimidating going into a patient's room when you have no idea who they are or what they have going on. I thought both of my classmates did well and stayed calm and collected throughout both scenarios. I was able to see some things that I would have missed as well and ways that I could fix or remember it when I go to clinical.</p>	<p>Step 6 Action Plan</p> <p>As I look back on the situation, I am glad that I was able to be a family member and be the watcher as well. As the family member, I realized how many questions that family members do ask and the importance of being truthful in all situations even when it is difficult. Being the watcher, I was able to pick out some things that I would have done differently or some frequent missed steps that I would need to work on to prevent them from being missed in the future.</p>