

## 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><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>

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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>                  When preparing for CPE, I went through all of the nursing skills I planned on performing in CPE and anything that I thought I may be asked to perform. I timed myself and walked through the actions to ensure I had enough time to do the tasks that I deemed important. When I got to the actual CPE, I glanced at my watch before starting to note when my time would end and I began my CPE. As soon as I walked in, my patient started talking to me and asking me many questions that a concerned or confused patient would ask. These were all very valid questions and I discussed them with the patient while doing my tasks, but trying to be very careful to not forget the little actions necessary to meet universal competencies for nurses. Making sure I spoke with the patient as well as double checking my work took longer than I anticipated, and by the time I had drawn up the medications for my patient, I had about 6 minutes to administer the medications and finish any tasks needed to ensure my patient was given the best care. Luckily, I was able to calm my nerves and finish giving medications properly and safely, passing my CPE.</p>	<p><b>Step 4 Analysis</b>                  In CPE, I first and foremost needed to be comfortable in my skills of assessment and medication administration. To prepare, I reviewed my NII's and verbally practiced the skills as talking through them helped me to ensure I knew the material. Furthermore, mindful practice of aseptic technique is imperative not only for passing a CPE but in all patient care. While this is something that can be reviewed from notes in past modules, the muscle memory of performing skills at clinical with the aseptic technique was the most helpful in solidifying this knowledge base and aided in my mindfulness of what I touched with my gloves on to not spread bacteria. The broader issues that arise from this event are that I spent a lot of time preparing and reviewing practice for CPE, but the reality is I should always put that much time and care into performing these skills perfectly for my patients as well, despite there not being a grade involved. It is more important to perform these skills correctly with my real patients, and I do try to always perform at this level with all my patients, I just want to be sure as I progress in my nursing I never forget the importance of this.</p>
<p><b>Step 2 Feelings</b>                  I was incredibly nervous getting ready for CPE. As I practiced at home, reviewing assessments and the minute details that should never be missed in patient care, I timed myself to gauge if I would be comfortable with my timing at CPE. I felt hesitant that I would run out of time after doing this, but I hoped that the more I went through the steps, the more comfortable I would flow through my process to give the patient efficient, proper care. When entering the actual CPE, the "process" I had laid out in my head seemed to be all out of timing since I needed to slow down and take care to answer the patient's concerns and respond to him appropriately. Of course, this is how it is in real life; the patient does not often just sit in near-silence and let me perform my assessment off of a checklist. When I checked the time after drawing my medications up and realizing I had about a fifth of the time left, I started to feel a little panicked that my fears of running out of time would come true. Thankfully, when I went into the patient's room I was able to calm down a little and recall all actions needed and properly administer the medications in time. I was so relieved and thankful that I was able to meet expectations on the first try.</p>	<p><b>Step 5 Conclusion</b>                  Something that I could have done better is review information on urosepsis, the diagnosis for my patient. I was so focused on performing my skills within the time limit that I devoted all of my preparation time to this. I was reminded in this CPE of the importance of caring relationships and alleviating the patient's concerns as best as I can by showing my confidence in understanding what my patient was experiencing. I learned from this event how to better prioritize what assessment my patient needs as there is often not enough time to do full assessments when we do have multiple patients needing medications. In a real hospital setting, I may be on a time crunch because the patient needs to leave for a procedure or something, so it will always be important to be able to prioritize what must be done first for the patient.</p>
<p><b>Step 3 Evaluation</b>                  What seemed bad about the event, at the moment, was that my patient asking questions made me feel like I was being thrown off. In reflection, I realize that that was a good thing because it is more like real life and as a nurse, part of my job is to help a patient work through their concerns and answer their questions. I feel like I did well organizing my information so that when I did feel a little thrown off, I was able to keep on track and perform all priority nursing actions needed for this patient. The night before, I had anticipated doing a lot more additional assessment on my patient while performing CPE, but when it came to the actual examination, I found myself needing to prioritize and narrow down my assessment to what was most important. I feel like I did this well, as I still checked pulses while performing my neuro assessment to make sure they were not bounding, but I did not perform a cardiovascular assessment completely in this time since the biggest concern for me other than neurological concerns were his respiratory system. I prioritized this respiratory assessment over the cardiac assessment since I was on a time crunch, and I feel that I made the right call in doing that to ensure the patient was getting adequate oxygen perfusion.</p>	<p><b>Step 6 Action Plan</b>                  In the future, I can utilize what I learned from this event to prioritize care not only for what one patient needs, but also prioritizing between patients and providing efficient care across all of my patients. I was also reminded of the importance of being informed and able to educate my patient and answer questions they may have. Taking the time to address concerns and get answers is important, and I hope that as I progress in my nursing, I will actively seek to understand the diagnoses that my patients have and anticipate ways that I can help them feel more comfortable on an emotional level as well. I also hope to continue to become more confident in my abilities to administer medications with aseptic technique without requiring reminder cues or help from my nurse who is with me so that when I do administer medications by myself, I will be competent and safe for my patients every time.</p>