



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. <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"> • 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?

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>In SIM lab this week, we had a patient with Hirschsprung's disease and was recovering from a colectomy. Myself and another student had to assess the patient and decide what was needed next. Instead of working as a nurse and charge nurse, we decided to work side by side. After assessing the patient and interacting with the mom, it was known that the patient was in pain and needed a dose of pain medication. We looked up what medication was available and based off of the FLACC pain scale score, decided the patient needed morphine. It was not until after the simulation was over, that we noticed we gave the wrong amount of medication. Instead of 0.075mg we gave 0.75mg, way too much for a 7.5 kg baby.</p>	<p>Step 4 Analysis</p> <p>Since the patient's mom needed stoma and colostomy education, I was able to educate her. I had seen colostomy's at work and felt comfortable around them. I realize that we need to be extra careful when preparing medications for pediatric patients. Since they are so little, any amount of medication that is too much, may be detrimental to them.</p>
<p>Step 2 Feelings</p> <p>In the beginning of the simulation, I felt confident that we were addressing the needs of the baby and the mom. She was interacting well with her baby and the staff. Also, she seemed interested and eager in learning how to care for her babies newly placed colostomy. She wanted to watch the first time, then was wanting to empty the bag herself. Even though it was in simulation, I still felt unsettled about the fact that we accidentally gave the baby 10x the amount of morphine that he needed.</p>	<p>Step 5 Conclusion</p> <p>We could have made this situation better by confirming the amount of medication in the vial, and having the second student double check my calculations.</p>
<p>Step 3 Evaluation</p> <p>Over all, I felt that the simulation went well. It was nice to be able to practice with a pediatric patient before we went to clinical. I felt that the other student and I worked well together and were able to take care of the child.</p>	<p>Step 6 Action Plan</p> <p>Overall, the simulation situation went well. I learned from the situation and was able to see where I could make improvements. It was also nice to see the other students during their simulation. I was able to take note of things that I needed to make sure that I did.</p>