

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. 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?

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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>Step 1 Description</p> <p>My patient called complaining of having trouble breathing and the nurse asked me to go check on her. It was about 830 in the morning on 5/5/21. I went to her room and ask to confirm she was having difficulty breathing and she said yes and told me her incentive spirometer was not working. I asked her to show me how she utilized and confirmed she not doing it correctly. I instructed her to take a deep breath in when her mouth is on the mouth piece instead of pushing her breath into the incentive spirometer. I also checked her oxygen levels which was 95% and I informed of this. She then requested a breathing treatment.</p>	<p>Step 4 Analysis</p> <p>My patient was alert and oriented most of the time I was caring for her. Occasionally she would exhibit some confusion, but she was on some pretty strong pain medication. I thought maybe she forgot how to use it due to some confusion that was possibly caused by her pain medication. It is very common that patients do not use their incentive spirometer correctly and they will not reap the benefits of it if they are not using it correctly. After teaching her how to use it correctly I observed her utilize it multiple times and instructed her that even though it is difficult and may be uncomfortable to do at first her lungs will improve with proper utilization. She seemed like she understood and that the teaching resolved her frustration with using the incentive spirometer. She still wanted a breathing treatment so I confirmed with the nurse and requested respiratory therapy to assist her.</p>
<p>Step 2 Feelings</p> <p>Initially I felt concerned that she was having trouble breathing because in the two days I cared for her this was the first complaint of difficulty breathing. I did not think she was not taught how to use it. I felt she was just confused on how to use it properly. I know from working in the medical field and from nursing school that a large amount of patients utilize their incentive spirometers incorrectly. After teaching her how to use it and observing her use it correctly I felt better about the situation but was still attentive as she requested a breathing treatment after.</p>	<p>Step 5 Conclusion</p> <p>I feel I handled this situation very well and I am not really sure if or what I would do differently. I learned that just a simple teaching or re-teaching is very helpful in relieving frustration and discomfort for a patient.</p>
<p>Step 3 Evaluation</p> <p>This was a very good experience in my opinion. I felt I was able to address my patients complaint and resolve part of her discomfort by teaching her the correct way to use her incentive spirometer which kept her from over exerting herself trying to blow into the incentive spirometer. I felt that my patient felt appreciative of my teaching and my efforts to resolve her discomfort. I felt accomplished and like I did a good job addressing my patients complaint and resolving it to the best of my abilities.</p>	<p>Step 6 Action Plan</p> <p>This situation brought to my attention and reminded me how easily patients can misunderstand teaching get confused on how to use their incentive spirometer. This will help me by making myself be more aware of patients with incentive spirometers and to pay attention on how and if they are using them even if breathing difficulty is not the reason I am in their room.</p>