

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>At the beginning of the day, I picked a patient that had ischemic vascular on his left leg with a BKA. I went into the patients room, introduced myself and asked the patient if it was okay for me to perform a physical assessment on him. The patient was agitated and patient told me that it was not okay and he did not want me to come back into his room that day. I left the room and had to choose a different patient for my physic assessment.</p>	<p>Step 4 Analysis</p> <p>Legally, the patient is allowed to refuse any care in the hospital, so when he chose to refuse having me do an assessment on him, I had to comply with his wishes. The next day, the nurse that was caring for him the day before, refused to take him as her patient again because of the way he treated her the day before. This could eventually lead to problems with his care because the nurses are allowed to refuse a patient also and he may eventually have to have a nurse that he may not necessarily want.</p>
<p>Step 2 Feelings</p> <p>When the patient told me to leave his room and not come back, I felt upset that he did not want me in there at all. I also felt somewhat embarrassed that he said it the way he did. He made me feel like I was not capable of caring for him that day. I knew to begin with that he was not very friendly, but I was hoping that if I was kind and empathetic toward him that he would treat me the same. I was also upset because I was interested in his disease process and would've liked to learn more about it by caring for him that day and assessing him.</p>	<p>Step 5 Conclusion</p> <p>I could have possibly made the situation better by avoiding in the first place. I could have gotten more background and information on the patient before I chose him. He had been acting that way towards nurses the previous days so if I would have known that before I went in his room, I probably would not have chosen him as my patient and gone ahead and chose someone else.</p>
<p>Step 3 Evaluation</p> <p>The good thing that came from the event, was that I had to choose a different patient and the patient I ended up with was extremely friendly and kind to me. He was very cooperative and I got to learn about his hand fractures, which I have never worked with before. It was difficult when the patient refused to have me care for him, but I handled the situation as best as I could and respected the patients wishes.</p>	<p>Step 6 Action Plan</p> <p>Overall, I think this was a good experience for me to have in a clinical. I learned from it and it taught me that not every patient will be willing to have a student work with them, and they are allowed to refuse that. I can apply this to future events by making sure that my patients are okay with having a student care for them, because not every patient will be. It was a good opportunity for me to practice professionalism and taught me how to respectfully accept what the patient chooses.</p>