

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: During the Simulation scenario I was tending to a patient who had Type 2 Diabetes Mellitus and a sacral wound infection. During the initial assessment of the patient, he was alert and oriented but after starting the assessment the patient became confused and agitated. I discovered the patient had received his Sulfonylurea and insulin medications earlier that morning and did not eat much of his food during lunch. Patient's vital signs became abnormal which led me to think the patient's blood sugar may be too low. After checking the blood sugar, the reading indicated patient was having a hypoglycemic episode, at which time the patient lost consciousness. I called the charge nurse for assistance and was instructed to give patient an amp of D50 IV and to monitor the patient for 15 minutes. Patient regained consciousness and another blood sugar reading indicated his blood sugar was rising. Another 15 minutes went by and I checked another blood sugar reading which showed his blood sugar was declining again. Eventually I thought about the critical step I forgot to do for the patient which resulted in the blood sugar declining again. At that time the scenario ended.</p>	<p>Step 4 Analysis: I feel like this was a good scenario for me to have gone through and learned from. Realizing missing one step in a nursing intervention can disrupt and prolong getting that patient back to a stable place. I know now that the patient needed to have food with a complex carbohydrate, protein, and a little sugar so the body can break those ingredients down and slow little releases of glucose could be released in the body to allow the blood sugar to continue to rise to a stable range without rising too quickly and causing rebound hyperglycemia.</p>
<p>Step 2 Feelings: At the beginning of the scenario, I felt confident and organized walking into the patient's room and starting my assessment. Once the patient starting verbalizing, he was confused and irritated and noticing the patient's vital signs were showing abnormal ranges I felt confused and a little discouraged as to what was going on with my patient. After realizing the patient had his medications that morning but did not eat a good amount of food for lunch, I had a gut feeling his blood sugar may be low and initially realized I needed to know what his blood sugar was at that moment. Towards the end of the scenario, I felt confident again because I thought I completed the necessary tasks to raise my patient's blood sugar. I felt disappointed in myself that I did not slow down more and realize that the patient needed to eat something after the amp of D50 and consciousness was regained to keep his blood sugar at a consistent and stable level.</p>	<p>Step 5 Conclusion: I could have made the situation better by not trying to rush my thinking process and slowing down during my preparation. I could have also assessed the vital signs more closely to realize a change in trend sooner than what I did. I have learned to check and double check myself and to always be assessing and reassessing after interventions to catch subtle but important changes.</p>
<p>Step 3 Evaluation: I felt the easiest part for me during the scenario was performing my initial assessment. I feel like I have a lot more confidence performing an assessment than previously. I also felt good about communicating to the visitor in the room regarding the patient's care and explaining what was happening to the patient. It took a little bit of thinking to realize what was happening to my patient at first. Assessing the vital signs and ques from the patient can take critical thinking as to what this patient at most at risk for and what could possibly be transforming right in front of me. I do feel like the interventions were performed well. I did not expect the outcome of the patient's blood sugar dropping again initially until the scenario ended and I realized food was not offered to the patient.</p>	<p>Step 6 Action Plan: I think it was better for me to learn this important lesson in a simulation setting than to have learned it on a unit with a real patient. I have also learned to use my resources and ask for help when I need it such as talking with my charge nurse or calling pharmacy. In situations as this, it makes me feel better knowing there is someone else to go to for clarification or guidance. I have learned that I can stay calm in stressful situations and use my critical thinking to figure out what could be happening with my patient and steps to intervene. Overall it was a useful scenario that I am grateful for and will remember as I continue my education and into my career.</p>