

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: Before starting my CPE, I felt a little nervous but also felt like I was prepared and received the necessary information to complete the scenario. Upon entering the room and the start of my time I completed my assessment and made sure my patient was safe and comfortable before leaving the room to gather my medications. I checked and rechecked my eMAR to ensure I was pulling the correct medications. When I was finished, I gathered my medications in the med try and knocked on my patient's door and entered. I performed my hand hygiene, checked the eMAR for the 3rd time and scanned my medications. I performed my hand hygiene and put my gloves on to administer the medication when the alarm went off signaling that my time had finished. My patient had not received the necessary medications and I was asked to come back that afternoon to complete the medication administration part of my CPE scenario.</p>	<p>Step 4 Analysis: I tend to want to take things step by step and spend the same amount of time during each step of the patient's care. I find myself wanting to put things in little boxes, such as spending a certain amount of time on an assessment and the same amount of time on preparing my medications and so on with each intervention. I would like to start getting into the routine of combining interventions such as performing my medication administration, medication education, and health promotions education all in one as I am giving my medications. I am still focusing on ways to make my care more time efficient without compromising the care of the patient.</p>
<p>Step 2 Feelings: The day did not play out how I intended it to when showing up for my CPE. I felt well prepared and confident on why I was performing the assessment I was performing and why my patient was receiving the medication he was and why I was holding a certain medication as well. I felt disappointed and a little embarrassed when I found out I did not perform all the tasks in the allotted amount of time provided. I had not planned to come back that afternoon and I went in with the intentions that I would be able to complete what was asked of me with no problems.</p>	<p>Step 5 Conclusion: I could have made the outcome different if I planned my interventions differently. I could have educated my patient on some health promotion tips as I was doing my assessment to help conserve time. I felt I gathered my medications in a reasonable time and used an efficient method. I also could have educated my patient on the medication as I was scanning them to save a little bit of time during my administration process. These little changes may or may not have made a difference on me completing my CPE in time, but they are still good points to take into account when looking for ways to improve my skills.</p>
<p>Step 3 Evaluation: I felt my assessment went well which made me feel good as I felt the least confident on neuro assessments compared the other types. I felt the room was set up efficiently and I liked how there was multiple sources to perform hand hygiene other than next to the door. I felt it was easy for me to critically think about my medications and why the patient is receiving them. I also felt it was easy to detect when to hold a medication as well due to either a lab value or vital sign. Reflecting on my time management, I feel as though I should have more confidence when working around in my patient's room and clustering my activities. I felt a little deflated when I was informed, I needed to return due to running out of time.</p>	<p>Step 6 Action Plan: Overall, the day did not go as planned and I felt a little defeated by the experience but as with everything in my nursing education I plan on taking it and utilizing it as a learning opportunity. It is clear to me that time management may be a weak area and something I need to actively work on improving. I wish to be the nurse who regardless of the situation have the safety and wellbeing of my patient as my number one priority. I understand not every situation is going to require me to perform my assessment and get my medication and patient education completed in a certain amount of time and there may be situations where it could take me longer if my patient is not stable or showing subtle signs of deterioration. My overall goal once graduating nursing school is to have the tools necessary to be successful in my career such as good time management, critical thinking skills, and prioritization.</p>