

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</p> <p>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</p> <p>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>During my clinical experience today, I was given the chance to draw blood with a butterfly needle and vacutainer. A fellow student got the chance to do this yesterday, so they came to find me and allowed me to try it with their nurse. I used the mobilab for the first time and learned to get two patient identifiers, scan the arm band, then the mobilab, then the label that is printed. Once I put the tourniquet on, the vein popped right up. It was easily visible and palpable. I stuck the vessel and got a blood return and filled up one SST tube. Once I retracted the needle, I applied pressure with gauze and wrapped the patient's hand in coband.</p>	<p>Step 4 Analysis</p> <p>Previous learning has taught me the steps of each blood draw. When comparing this experience to drawing blood through a central line with a syringe, I am able to see how the different methods work. This process included the use of a tourniquet to enlarge the veins for me and make them visible and palpable. I also had to be sure to let the blood pour into the tube slowly in order to keep it testable for the lab. I had to hold the tube a certain way. When doing the midline blood draw the most important thing was to let the blood wash down the side of the tube, so that the cells aren't harmed, and the sample does not become unusable.</p>
<p>Step 2 Feelings</p> <p>When I was first asked by the other student if I wanted to draw blood, I was excited to get the chance. Once I was about to go in the room with the nurse, I was nervous, but still excited. Because of my nerves, I wasn't feeling very confident until I started the procedure. Once I started, the steps all came back to me and I was less nervous, but I was very thankful that the nurse walked me through each step. After getting the stick, the nurse wrote on my tourniquet for me and that made me feel accomplished and confident in myself. I think that my nerves were normal and healthy even because of the level of skill this was. I also think it is important that I was confident too, and not just nervous. I am very glad that I got this opportunity today.</p>	<p>Step 5 Conclusion</p> <p>To make this situation better, I could have done even more patient teaching. I learned many different things from this experience. I learned how to perform this type of blood draw on a patient. I learned how to control my nerves and be confident in my knowledge and abilities. I learned how calming it is to have a nurse that understands that I am still just a student and that wants to help me learn. The last thing I learned is that I am able to take skills learned from a lecture or a SIM lab and apply them in my patient care effectively.</p>
<p>Step 3 Evaluation</p> <p>This experience was good in many ways, but I think the most important is that I had a nurse with me who was willing to let me try and teach me along the way. I appreciate that the nurse wasn't frustrated with me for asking questions and made sure that I knew what the next step would be the whole time. One thing that I might could have done differently is walk through the steps of this specific kind of blood draw with the nurse prior to entering the patient's room. The patient was kind and willing to let me learn, but I can see how a nurse walking a student through every step of something while they are doing it to you could make a patient nervous. The most difficult part was trying not to rush. I feel that I always see nurses doing skills so much faster than I, so I make myself think that I need to do the same. However, I know I am not at the same level as them, so it helped when the nurse reminded me to slow down and think through the steps.</p>	<p>Step 6 Action Plan</p> <p>Overall, this was an encouraging experience. Next time I am going to review the steps in my head to calm my nerves before going into the room and hopefully feel more confident. I will also do more patient teaching. I feel that it is important to focus on the patient along with getting the procedure done, whether that be drawing blood or giving meds or just helping a patient to the restroom. I feel like I will never forget my first blood draw and from now on I will just be able to get more practice and experience doing them. This experience was the highlight of my day. It was rewarding and gave me more confidence in my skills.</p>