

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>In this week of clinical, I got to take care of a patient that had a brain bleed. I performed a head-to-toe assessment before lunch and his eyes were reactive to my pen light. After lunch my instructor and I performed another assessment and we noticed that the patient's eyes were now fixed and unresponsive to light. We informed the nurse and doctor about our findings. They later on confirmed that the patient had a bilateral ischemic stroke.</p>	<p>Step 4 Analysis</p> <p>I already knew that a brain bleed can potentially cause a stroke, but I did not realize how quickly it can happen. I will be able to use this knowledge in the future to help me in situations like this one. My instructor definitely impacted my perspective and learning when she was pointing out the differences in my patient's neurological status.</p>
<p>Step 2 Feelings</p> <p>At the beginning of finding out this event, I felt sad for my patient and had empathy for him. I was proud of myself and my instructor for finding out about the stroke before it went un-noticed. When we were assessing my patient and saw the fixed eyes, I felt intelligent for noticing the difference in the eye movement and neurological status.</p>	<p>Step 5 Conclusion</p> <p>I learned so much from this event. I learned how quickly a neurological status can change and how ammonia levels can affect this. Things went smoothly throughout the event, but I could have made the situation better by re-assessing the patient sooner in order to catch the stroke sooner. My instructor did great by reporting the findings to the appropriate people immediately.</p>
<p>Step 3 Evaluation</p> <p>The head-to-toe assessment went very good although my patient was confused and not oriented to time or event. I did not expect to find something as drastic as a stroke, but it was nice learning experience. My instructor helped with the finding and taught me what everything meant and how to put it all together.</p>	<p>Step 6 Action Plan</p> <p>Overall, this clinical week was full of experience and gaining knowledge. I will learn from this event by applying it to my future patients. I need to work on noticing trends in my patients and noticing when the patient lab values, and neurological status are abnormal. Overall, I truly enjoyed this week and loved taking care of the patients that I was assigned. This was one of the most memorable and important clinical weeks I have had so far because of this event.</p>