

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.

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| <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.

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| <p>Step 1 Description</p> <p>As my nurse and I were passing out medications we walked into a patient's room and introduced ourselves and explained what we were going to do and asked the patient if they had any questions. As she denied the question, we proceeded to get her ready to give her the medications, she seemed a bit nervous and we had asked her if she was okay and she responded "Does she know what she's doing? I don't want her to mess something up and hurt me." The nurse responded to her "She is a nursing student. She's here to learn and I'll be watching to make sure everything is okay and is done correctly. But if you prefer me to do it then I can." The patient nodded for me to proceed and I continued to do what I was doing.</p> | <p>Step 4 Analysis</p> <p>This was the first time I had a patient question me and have some reservation on me assessing her and administering her the medications. It made sense to me because I would be the same because its nerve wracking to have a student messing with your IV and giving you your medications. I've seen this happen to other classmates and even to other nursing students from different schools. I couldn't imagine what it felt like when it happened to others but now that I do I understand how important it is that actually knowing what is needed to interact with patients because I can only imagine how this scenario would have played out if I didn't know what I was doing.</p> |
| <p>Step 2 Feelings</p> <p>When the patient asked about my knowledge of what I was about to do it made me feel a bit embarrassed and it also made me feel demeaning. I usually feel very confident when walking into the room because I understand from a patient's point of view, a nursing student walking in and trying to prepare their medications and to come and interact with them and start to manipulate their body especially when they are in pain. I know they are uneasy and even scared and the only thing on my mind is to be 100% positive that what I am doing is not going to injure my patient any further that what they are. If I am confident in what I am doing I feel that my patient would have more confidence and be more trusting in what I am doing.</p> | <p>Step 5 Conclusion</p> <p>I could have maybe explained what I was doing as I was doing my interventions to give my patient reassurance that I knew what I was doing and to show that I was only doing my job. My nurse was watching from the computer in the corner and was making sure that I was doing what was needed but my goal for the next clinical is for my patient to have complete trust in me. I learned that not every patient is the same and whether they trust in me or have their doubts I should continue to do what I am doing but just be more vocal to what I am doing and why I am doing it to assure them that what I am doing is pertaining to their care.</p> |
| <p>Step 3 Evaluation</p> <p>It was difficult in the beginning but as the interaction went on, I assessed my patient's PICC and checked patency, prepared her medications and gave them to her, I also primed her piggy back and checked to see that there were no air bubbles in the line and that the rate was correct. As she watched me, I noticed she began to look less nervous and more relaxed. I administered a Lovenox injection and after I was done, she said "I didn't even feel that. You have a steady and light hand." I felt that since I assured her that I wasn't going to hurt her it was a good gesture. I thought after her first impression of me that it was going to be hard to try to get her to have some faith in me but as the interaction went on she opened up and became a little more trusting.</p> | <p>Step 6 Action Plan</p> <p>From this experience I can help and even give advice to other nursing students on the importance of being vocal. Giving them this instruction could help them be more personable with their patient and even earn their trust so they can be more comfortable with them in the room. This has taught me that even though I am a nursing student there are some patients that don't want nursing students to help with their care but that's only a learning experience for me.</p> |