

## Covenant School of Nursing Reflective Practice



*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><b>Step 1 Description</b>          A description of the incident, with relevant details. <u>Remember to 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"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• Where were you?</li> <li>• Who was involved?</li> <li>• What were you doing?</li> <li>• What role did you play?</li> <li>• What roles did others play?</li> <li>• What was the result?</li> </ul>	<p><b>Step 4 Analysis</b></p> <ul style="list-style-type: none"> <li>• What can you apply to this situation from your previous knowledge, studies or research?</li> <li>• What recent evidence is in the literature surrounding this situation, if any?</li> <li>• Which theories or bodies of knowledge are relevant to the situation – and in what ways?</li> <li>• What broader issues arise from this event?</li> <li>• What sense can you make of the situation?</li> <li>• What was really going on?</li> <li>• Were other people's experiences similar or different in important ways?</li> <li>• What is the impact of different perspectives eg. personal / patients / colleagues' perspectives?</li> </ul>
<p><b>Step 2 Feelings</b>          Don't move on to analyzing these yet, simply describe them.</p> <ul style="list-style-type: none"> <li>• How were you feeling at the beginning?</li> <li>• What were you thinking at the time?</li> <li>• How did the event make you feel?</li> <li>• What did the words or actions of others make you think?</li> <li>• How did this make you feel?</li> <li>• How did you feel about the final outcome?</li> <li>• What is the most important emotion or feeling you have about the incident?</li> <li>• Why is this the most important feeling?</li> </ul>	<p><b>Step 5 Conclusion</b></p> <ul style="list-style-type: none"> <li>• How could you have made the situation better?</li> <li>• How could others have made the situation better?</li> <li>• What could you have done differently?</li> <li>• What have you learned from this event?</li> </ul>
<p><b>Step 3 Evaluation</b></p> <ul style="list-style-type: none"> <li>• What was good about the event?</li> <li>• What was bad?</li> <li>• What was easy?</li> <li>• What was difficult?</li> <li>• What went well?</li> <li>• What did you do well?</li> <li>• What did others do well?</li> <li>• Did you expect a different outcome? If so, why?</li> <li>• What went wrong, or not as expected? Why?</li> <li>• How did you contribute?</li> </ul>	<p><b>Step 6 Action Plan</b></p> <ul style="list-style-type: none"> <li>• What do you think overall about this situation?</li> <li>• What conclusions can you draw? How do you justify these?</li> <li>• With hindsight, would you do something differently next time and why?</li> <li>• How can you use the lessons learned from this event in future?</li> <li>• Can you apply these learnings to other events?</li> <li>• What has this taught you about professional practice? about yourself?</li> <li>• How will you use this experience to further improve your practice in the future?</li> </ul>

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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><b>Step 1 Description</b> I was given the current SBAR, and I made my game plan in the prep room. I planned what tasks I needed to do, what meds to give, and planned which actions took priority. When I walked into the patient's room, I did a quick neuro assessment and patient was confused, thinking he was in jail. The patient also stated he was in a pain level of a 5. Once I was done with my assessment, I went to the med room and pulled the medications that were ordered, and the appropriate pain medication based on the patient's pain level. I went back into the patient's room, administered the medications, and I performed my universal competencies during the visit and before leaving the room.</p>	<p><b>Step 4 Analysis</b> The patient's admitting diagnosis was urosepsis, so based on previous knowledge, it wasn't a surprise the patient was mildly confused. I knew if there was a significant change then I would have to notify the physician as well, but the patient was still alert and responsive. If the patient wasn't confused, I would have liked to educate the patient on urosepsis, and ways to prevent this from happening again, but I also know that the best time to educate a patient is when they are ready and willing to learn.</p>
<p><b>Step 2 Feelings</b> I was nervous walking into the patient's room even though I had a plan before going in. However, once I started talking to the patient and performing the assessment, I felt confident in my actions, and it started to become more natural rather than nerve wracking. I used to over-analyze my actions, but now I was comfortable. When I went into the med room, my hands weren't shaking, and I felt really proud of myself.</p>	<p><b>Step 5 Conclusion</b> I should have checked the armband immediately after asking the patient's name and DOB the first time walking into the patient's room. This is very important because although the patient may say the correct name and DOB, the armband could be incorrect, or it could still be the incorrect patient.</p>
<p><b>Step 3 Evaluation</b> In the beginning, I asked the patient his name and DOB and compared the name to the paper chart to compare to see if I was with the right patient. I only compared name and DOB to the armband before I administered medications. I also didn't connect the secondary to the pump before programming the Alaris so when I did connect the secondary tubing, the programming already disappeared, and I had to restart. These two events went poorly, but now I know to always look at the armband when asking name and DOB and to connect the secondary tubing, and then program the pump to start the IVPB.</p>	<p><b>Step 6 Action Plan</b> I can learn from my mistakes with the pump and apply them for the next time I have to administer a IVPB. I liked the situation overall, as I felt like it was a good learning experience. I can conclude that I am getting more confident in my actions as I go through the modules from module 1 to now, which makes me excited to see more growth in myself for the future and for becoming a nurse in the end.</p>