

# 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><b>Step 1 Description</b> 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"> <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?</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>          One thing I really liked about my nurse was the way that he was very organized with everything. He pulled all of his meds and separated them into different bags for each patient, that way he would only have to get into the pyxis once. We were very busy on this day so my classmate and I would just go into the med room and grab the next patient's bag of medications. The nurse let my classmate draw up the IVP meds in the patient's room. I was trying to understand why we were nit preparing these medications in the med room.</p>	<p><b>Step 4 Analysis</b>          From my previous knowledge, the medications are to be prepared in the med room and labeled before going into the patient's room. According to the CDC, medications should be prepared in a clean medication preparation area that is not adjacent to potential sources of contamination. This keeps the medications free of anything that could potentially cause infection or harm the patient. When we prepare medication in the patient's room instead of the medication room, we are putting our patient in danger by not practicing good medication preparation.</p>
<p><b>Step 2 Feelings</b>          When we were first in the med room, I just figured that we would come back and prepare the medications in the med room. I didn't really realize that the meds were not drawn up yet until it was already happening. My first thought was that this wasn't something that was supposed to be done in the patient room. From my understanding, I thought that we were supposed to prepare all medications, except PO, in the med room. It is also my understanding that blunt fill needles are not supposed to be in the patient's room either.</p>	<p><b>Step 5 Conclusion</b>          Since I was just observing, I could have spoken up and said that those medications should have been prepared in the med room. My classmate could have also done the same thing instead of continuing to draw up the medications. One thing that I have learned from this event is to take the time to prepare the medications in the med room so that I can prevent putting my patient in danger. This keeps the patient safe and also the nurse safe.</p>
<p><b>Step 3 Evaluation</b>          Even though the medications were drawn up in the patient's room, the outcome stayed the same the patient still received the correct medications with the correct dosages. My classmate did a great job of drawing up the meds properly and implementing the seven rights of medication administration. Since this patient was not my primary patient, I did not administer these meds.</p>	<p><b>Step 6 Action Plan</b>          Overall, this situation was not detrimental to the patient. This was just a mistake that I noticed that can be easily preventable if we just take the time to do things the way that they are supposed to be done. Next time, instead of preparing these meds in the patient's room, I will ask to prepare them in the med room. This keep me accountable and the nurse accountable to do what is right. My goal, along with everyone else, is to keep my patients safe. By doing the little things, this will help me make good habits and the confidence to know that I am keeping my patient safe at all costs.</p>