

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>This week I did not have much to write about, but I did have one incident that I think will stick with me for a while. Tuesday, I had a patient that was young and had a stroke. With his stroke he was now nonverbal and had right side deficit. Later in the afternoon I was giving medication to this patient with my instructor. I felt very confident with what medications I was given, how to give them, and pulling them. Once I went into the room, I got so flustered. The patient being nonverbal was trying to tell me something and he was getting frustrated which was making me very nervous. All knowledge of medication administration went out the door. I got so nervous. I also did not know how to communicate the process with this patient, but my instructor helped me figure ways out to keep the patient involved and safe.</p>	<p>Step 4 Analysis</p> <p>In module two we learned medication administration, so I knew what I was doing. We were taught well, but in the moment in time I got so flustered. I can only imagine from how frustrated I was, how truly frustrated the patient was. Being young and not being able to tell people what you need or want.</p>
<p>Step 2 Feelings</p> <p>With this scenario I felt horrible about myself. Skills and information I knew completely went away in front of my instructor. I wasn't nervous at all getting the medications ready, but the minute I was in the room and the patient was getting frustrated I got frustrated. Having patients who are nonverbal is so difficult sometimes especially when I can tell he was getting frustrated, and I still couldn't figure it out. I think I figured out he was telling me to just hurry up which made me feel even more anxious and nervous. Leaving his room, I felt horrible about myself and my skills, but I also feel that I learned how to manage medication administration with a nonverbal patient.</p>	<p>Step 5 Conclusion</p> <p>In conclusion I think I could have made the situation better by doing what I know how to do and what I have learned. Situations can be stressful sometimes. Not every patient is easy and the same routine. Sometimes you have to adapt to the situation and figure out the safe way to do the same procedure. With this patient asking him "Is you name ..." instead of asking him to tell me. Asking more yes or no questions that he is able to nod to so that you are following safe medication administration but customized to this particular patient. Also, not letting a nervous or stressful situation effect my actions. Take a deep breath and do what I know how to do.</p>
<p>Step 3 Evaluation</p> <p>For this medication administration like I said before I felt like the pulling and preparation of the medication went really well. It was just the nerves and frustration that took over once we began the process in the room. Patient was kept safe the whole time, but I beat myself up about the situation the rest of the day.</p>	<p>Step 6 Action Plan</p> <p>I think this situation was difficult for me, but I also feel like I learned a lot. Especially how to handle situations in the future. Next time I have a nonverbal patient how to continue the safe practices I learned and take care of them. Next time I get flustered to just take a breath and do what I have been taught and know.</p>