

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 My patient arrived at the ER with serious conditions. My patient ended up having an infection, the infection ended up becoming urosepsis. I played an important role for my patient because I am caring for the patient due to my patient being severely ill. I gave my patient his antibiotic to help fight his infection and I have him Tylenol to help his fever. The pain was confused as to where he was and to who I was. I informed my patient he was at the hospital, and I told him I was his nurse.</p>	<p>Step 4 Analysis I can apply all of the information I have learned from the past module to this situation because it was CPE. All the previous modules before this one has given us something to remember. The relevant information related to my situation is knowing normal labs and being able to recognize abnormal labs and knowing what the labs affect. In addition, knowing what medication you are going to be giving and the parameter around the medication, if there are any. I had to hold two medications due to the patients' labs not being within in the normal range. I'm sure all of my classmates had similar experiences and we probably all took something away from today that we will remember.</p>
<p>Step 2 Feelings When I walked into the patient's room, after speaking to the patient, I was feeling concerned. My patient did not know where he was. All I could think about at the time was re- orienting my patient to the correct location and time, especially during my focused neuro assessment. After telling my patient about his location and who I was the patient seemed to be okay remembering where he was and who I was. The most important feeling you have with a patient that is confused is concern. Concern because the patient is unaware of what is going on, who he is, who is caring for him, or even what they could be doing.</p>	<p>Step 5 Conclusion I could have slowed down when getting my IVPB from the med room, maybe then I would of realized there was an actually medication with the name of the antibiotic I was giving on it. I over thought and misjudged, thinking just because we were at SIM that we would have imagine the IVPB was labeled. If I could do something different, it would be to slow down. One thing I did learn from this CPE experience was to just go slow like I stated before.</p>
<p>Step 3 Evaluation The first time I did my CPE, my teacher told me I did really good at the beginning, however, I did not grab the right piggyback medication. Not grabbing the right medication was ultimately the bad thing because it caused me to get an unmet. I honestly thought the piggyback was easy as well as the neuro assessment. The only thing I struggled with was the bed rails and knowing which ones to put up because I was so focused on just giving my piggyback. I did expect a different outcome only because I had the piece of paper in front of my face and my script written out.</p>	<p>Step 6 Action Plan Overall, I think this situation was positive and it tests your skills to see how much you really know. It is good for pressure, that way we can learn how to deal with pressure. If I did anything different it would be to (like I stated 1000 times, but it is really that important) go slow. This experience will impact my future because I will always remember to look at the whole picture not just part of it.</p>