

## 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></p> <p>aT THE BEGINNING of the day my classmate and I were in for a interesting start for our day. A patient had rang for us, and we walked toward the room. The patient at first was in a lot of visible pain. The patient started crying and complaining that her back was a 10/10 pain until the patient finally snapped and passed out. At the time I was watching the monitor that was reading her brain activity and it wasn't showing any of the normal signs for a real seizure.</p>	<p><b>Step 4 Analysis</b></p> <p>The fact that we have already learned what exactly to do for patients with seizures was really helpful. We didn't freeze under pressure considering that we did not know her seizures were psychogenic. We the whole time treated it as a real one and it clearly showed that we were mentally and physically prepared to intervene. what surprised me the most was the patient's significant others body language and response. The significant other was clearly used to this and even explained to us how she can still hear us and can even prevent herself from aspirating on any food or candy they were eating.</p>
<p><b>Step 2 Feelings</b></p> <p>I had a lot of different emotinso going through the time. My classmate had told me the ring the button to have had some assistance, but i was still confused on what exactly the patient was exhibiting. I was worried and wanted the best care for the patient, so we hooked her up to the blood pressure machine and oxygen. It wasn't until the nurse and the specialist that was watching the patients and came in acting different then they would have acted with a normal patient that has seizures.</p>	<p><b>Step 5 Conclusion</b></p> <p>I felt that our actions were appropriate and the best that we could have done not knowing she has psychogenic seizures. Knowing that the patient wasn't experiencing true seizures would have taken a lot of pressure off of us during the situation. The nurse walked in and took us aside and explained to us how she wasn't having a real seizure and that the patients actions were the same across all their seizures they had experience during their stay on the floor. Even the specialist watching over told us that if we had notice the readings on the computer were normal and had no indication of seizure activity.</p>
<p><b>Step 3 Evaluation</b></p> <p>there was a lot to unfold during the whole interaction. The good thing that happened was that my classmate and I were prepared very well considering the patient was exhibiting psychogenic seizures. My classmate and I missed the debrief on the patient and our nurse didn't mention it until after the event. I personally just couldn't wrap my mind around how the patient can absolutely believe they have real seizures and how they even exhibit such symptoms.</p>	<p><b>Step 6 Action Plan</b></p> <p>With hindsight knowing that the patient was experiencing psychogenic seizure, there is nothing I would have done differently for myself or my classmate. I would have rather those precautions up then not paying attention to their seizure, and being harsh in a way toward patient care. Treating the situation as that specifically could help in a way to allow the patient to slowly identify what exactly is causing this behavior. It is a way for them to cope with stress or anything going on behind the scenes. I feel that my classmate and I are prepared for any seizure patient considering that we had to take care of this patient all day and all their symptoms from after their seizure.</p>