

## 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. personnel / 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> I helped calm down pt after her surgery on Tuesday 5/31. I was in the pt room, and a fellow nursing student was also involved. We were helping get the patient to the bedside commode and relax after surgery. I played the role of talking to the pt and comforting her while my fellow classmate helped focus on the pt breathing. The result was that the pt relaxed.</p>	<p><b>Step 4 Analysis</b> I can apply knowledge from every module in this situation we are taught in just about every lecture to talk to people and show them that we care. I think that the lectures we have had over making connections with pt and being a comfort to them applies to this situation. A broader issue that could have come from the situation was the pt could have stopped breathing. The most sense I can make is that the pt just wanted to not be alone to calm their nerves. What was really going on was that the pt was having trouble breathing and not tensing up. I believe that the pt felt comforted and I think me, and my classmate felt relieved when the pt was okay. I think the impact was that we calmed the pt and they were at peace while breathing normally.</p>
<p><b>Step 2 Feelings</b> In the beginning I was unsure of why the pt vitals machine was beeping so loudly but and concerned when I saw her O2 sat dropped tremendously. I was thinking of ways to increase her O2 saturation without turning up her O2. The event made me feel proud of me and my classmate's ability to perform nursing interventions when needed. My fellow classmate had encouraging words that made me feel confident. I feel proud of the outcome. The most important feeling is that I feel that I truly connected with my pt. That is most important because connecting with the pt makes a difference in pt care in my opinion.</p>	<p><b>Step 5 Conclusion</b> I could have made the situation better by waiting a bit longer to move the pt. I think my fellow classmate could have helped the pt with breathing while I sat her up or moved them so we would improve the pt breathing and continue to perform the task at hand. I could have made sure the pt had a stable O2 sat before helping her move. I learned to wait a bit before performing anything that can worsen the pt situation.</p>
<p><b>Step 3 Evaluation</b> I think our teamwork was good, but we could have had a more solid plan before moving the pt. It was easy to be flexible with my classmate and the pt but difficult to get the pt to relax while they were having trouble breathing. I think that showing the pt breathing techniques made the situation better and my classmate did a good job performing breathing exercises for the pt and I did a good job verbalizing the steps as she demonstrated. I did not expect a different outcome I felt confident in our skills. I think that the pt having actual trouble breathing was a little unexpected because most of the time I feel like the vitals machine can just have small errors that give a bad read. I contributed by helping the pt resolve the issue she was having.</p>	<p><b>Step 6 Action Plan</b> Overall, the situation was good for my pt relationship building and I can conclude that our nursing interventions helped solve the issue at hand. In hindsight I would teach the pt how to use the incentive spirometer before I left because it would improve her breathing. I can use this event for future reference with an anxious pt. I can apply this learning to any pt with breathing issues. This has taught me to always utilize all members of the pt care team. This will help me to improve my practice because I know how having a relationship with my pt can improve the quality of care I provide.</p>