

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?

Covenant School of Nursing Reflective

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> <ul style="list-style-type: none"> • In CPE I was given a patient scenario and had to determine what medication to administer. • CPE happened on 12/04/22. • I was located in the simulation lab. • The event made me feel very anxious to be not only evaluated but watched the entire time. • All of the module 4 instructors and some module 5 instructors were present. • I was given 20 minutes to prep for my scenario, and then I introduced myself to the patient, went to the med room and pulled meds. I then assessed and passed medication to my patient. • I played the role of nurse. • The instructors played the role of evaluators. • I passed my CPE and passed medications correctly. 	<p>Step 4 Analysis</p> <ul style="list-style-type: none"> • I can apply my competencies of patient education and medication administration. • There is many evidence based research on the correct way to administer medication, and preform focused assessments. • Medication administration, and focused assessment was relevant in this scenario. • A broader issue would be the amount of medication errors preformed on a daily basis across the country. • I can make sense as to why it is so important to practice and evaluate my skills as a learning nurse. • What was really going on was testing my ability to preform safe patient care. • No, I did not ask others about their personal CPE evaluation. • The impact is if I am going to be a safe nurse or not.
<p>Step 2 Feelings</p> <ul style="list-style-type: none"> • I was feeling anxious and nervous, yet prepared. • I was thinking about all of the universal competencies. • The event made me feel nervous at first, but then confident that I can safely administer medication. • The actions of the instructors made me feel confident in my skills. • This helped me instill confidence in myself. • I feel that the final outcome made me confident in my skills. • The most important emotion is confidence. • It is most important because I can now go into the hospital and preform confidently. 	<p>Step 5 Conclusion</p> <ul style="list-style-type: none"> • There was no way to make the situation better. • There was truly no improvement anyone could make because the situation was fine. • I could have relaxed a little bit whenever I was pulling medications. • I've learned to be confident in my skills.
<p>Step 3 Evaluation</p> <ul style="list-style-type: none"> • It was good to be evaluated on my skills, and to be sure I was safe. • It was bad that the computers did not actually work. • It was easy to remember to use hand hygiene. • It was difficult to pull medication under pressure. • My whole CPE went well because I went in prepared for any scenario. • I had great communication with my patient. • The instructors had great communication, and did the tour of the room very well. • No I expected to pass my CPE because I was well prepared. • I struggled with finding the Lisinopril out of the medication cart. • I contributed by preparing before entering the room. , 	<p>Step 6 Action Plan</p> <ul style="list-style-type: none"> • I think overall that CPE went very well. • I can conclude that I know more than I thought I did, and am able to use critical thinking skills to asses a situation. • With hindsight I would tell myself to take a deep breath med calm down. • I can use the skills I've learned in a real clinical setting. • Yes I can apply these lessons to my clinical work. • This has taught me to slow down, and double check everything and spend adequate time with my patients. • I will use this practice to follow universal competencies in all hospital settings.