

Analysis

*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.

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| <p><b>Step 1 Description</b></p> <p>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></p> <p>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>   |

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| <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.*

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| <p><b>Step 1 Description</b></p> <p>Patient came in diagnosed with urosepsis and was admitted due to signs and symptoms. I was the TPCN and so my job was to do assessments, give the patient medications for the morning, and of course keep the patient safe.</p> | <p><b>Step 4 Analysis</b></p> <p>I can apply taking care of the "patient" like I would in a clinical setting but it is easy to forget when we do not do much simulation and the manicans can not talk back to us. I can apply knowing that the pateintt probably had a UTI and that urosepsis was the result based on our lecture material. That helped me understand that the patientt needed the antibiotics and fluids for that particular diagnosis. Infection a broader issue that could occur as well as dehydration and the patients decreased LOC could have gotten worse. The patientt was getting treated for urosepsis. Other peoples experiences where that they did not overthink and do ectra assessments. That helped them keep it short and sweet and helped them pass the first time.</p> |
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| <p><b>Step 2 Feelings</b><br/> At the beginning I was overwhelmed because I thought the scenario would not be so simple so I immediately was overthinking and second guessing what I should do. At the time of the event I was disappointed because I was running out of time and had to come back and redo the scenario. The most important emotion I felt was disappointment and the most important feeling I felt was unaccomplished. I know I am capable but those feelings are important because they set me back not believing and trusting my gut when it came to taking care of my patient.</p>   | <p><b>Step 5 Conclusion</b><br/> I could have made the situation better if I did not overthink or second guess the things I needed to do to take care of my patient. Others that are the same as me could have done those things to make the situation better as well. I could have not questioned the need to do assessments that were already given and not question the use of a pain medication that is not with the set pain score. I learned to not add more things that are not needed and go strictly off the MAR for medication administration. I learned that I need to work on overthinking and second guessing myself because I know the information and how to apply it but I was stuck with the "what ifs".</p>   |
| <p><b>Step 3 Evaluation</b><br/> The good thing is I did not kill the patient. The bad thing is I could have potentially had the patient unsafe because I did not give the call light when I went to go get medication. It was easy was that I did not have to do many assessments but I did because I was overthinking. It was hard that I had to rush and get things done in 20 minutes. Time makes me panic, rush and overthink even more. I did good teaching and the second go around I followed all universal competencies. Others did not do assessments again and passed the first time. I expected to not question everything I was doing and do well because in the clinical setting I normally do really well during medication administration. Time went wrong or faster than I thought and me overthinking and jumping into a lot of rabbit holes and therefore could not make rational solutions in a timely manner. I contributed by giving the patient meds and following the universal competencies.</p> | <p><b>Step 6 Action Plan</b><br/> Overall the situation was not hard and was reasonable to do. I can draw the conclusion that next time I need to go based off the information given and not question or add things that are not there in the situation because I did not get me far and me not doing that the second go around helped me pass. Next time I will focus on the information given and apply what I know and what is needed to the scenario without overthinking and second guessing what it is that I know. I can use this in the future to critically think what is necessary for me to take care of my patients in the clinical setting. Professional practice has taught me the reasons why I need to critically think in order to keep the patient safe and it has taught me that I know what I am doing I just need to stop and rationalize why I am doing it or why should I not do something in order to better understand the importance of the situation and needs of the patient. I will use my knowledge to grow and be able to take care of a patient no matter what their needs are.</p> |