



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 on personal / 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>

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> <p>My patient patient arrived to the med-surgery unit to me from the emergency department. He came in when an aide at a long term care facility noticed decrease in loc, foul smelling urine and fatigue. He was diagnosed with urosespis and needs to be admitted to the floor where he can get IV antibiotics for the infection in the bloodstream. I was the incoming day shift nurse assigned to him. Before going into the room I reviewed his chart and noticed he had 3 meds scheduled at 0800. There where lisinopril, clopidogrel, and levofloxacin. Based on his previous vitals signs I was able to give his lisinopril. His morning labs had also came in and his platelets where below 100,000 and had to hold the clopidogrel. He had normal saline running at 80mLs/hr and it was also time for his antibiotic.</p>	<p>Step 4 Analysis</p> <p>The lectures that where taught in this module helped me understand why was my patient confused. If I didn't know what urosespis was could I have pieced those two thing together. I think we where all a bit nervous and scared because we didn't know what to expect in our CPE like in previous modules. Where we doing a full head to toe assessment or how many meds where we given. But not knowing helped me assess the events and pieces the assessment, labs, and vital signs together and decided what medication to give or what medication to hold.</p>
<p>Step 2 Feelings</p> <p>I was feeling anxious, nervous, and a bit scared I would overthink the scenario. At first I thought I had not prepared myself enough but as the scenario played on I felt more confident in myself because I had done this many of times In clinical. Seeing a few people cry as they left the building made me overthink the event because if they failed and I probably would to. I felt unprepared after that but when it came to my turn I took a deep breath and said to myself " you got this". The most important feeling was when I felt confident in myself and I knew what I was doing. I was proud of my self that I passed on the first try. This was the most important feeling because I'm wanting to become a nurse and seeing I can piece things together makes me more confident in the career of choice I made.</p>	<p>Step 5 Conclusion</p> <p>I would of done nothing different in this event. I learned that we can make a plan on what could happen but it doesn't always go the way we think. This was not as bad as I thought it would be but it was a great learning experience because it showed me I'm read to move one forward. After hearing other people experience I came to a conclusion that second guessing our self when we know the correct outcome can put us in jeopardy of passing or failing. I feel like my experience in clinical helped me get into my on grove of things.</p>
<p>Step 3 Evaluation</p> <p>The medication that where assigned to the patient was a good thing because I had given all these medication before in clinical and I had the patient teaching down. Teaching the patient of possible side affect and the do and don'ts felt second nature to me because of my clinical experience. The bad thing about the event was the waiting in the room then the library where we got the patients chart. Waiting makes me overthink and second guess myself. I felt that is when I started to get anxious. I expect to pass on the first try and glad I did. I think believing in myself and knowing we had done this before gave me the confidence I need to get the outcome I wanted.</p>	<p>Step 6 Action Plan</p> <p>This situation overall was a great eye opener and great experience. I say eye opener because I felt like I had a flow going on. The way I greeted my patient and talked to him while I assess him and straighten out his room. Showed me I was staring to get the hang of assessing my patient without being so nervous. This has taught me to always believe in my self and never second guess my self when I know what needs to be done.</p>