



*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>

<p><b>Step 1 Description</b></p> <p>I cared for a patient with ARFID on my third and fourth clinical shifts. My nurse and I collaborated with the family and patient to develop a plan for the patient that would improve their nutritional status. There were many different team members involved. The dietician, case manager, and musical therapist all collaborated to decide what was best for the patient. The result was that the patient's nutritional status improved and was able to go home.</p>	<p><b>Step 4 Analysis</b></p> <p>Something that applies to this situation from my previous knowledge would be the SBAR because of how much care team communication was involved in this case. I believe there was a lot of ways that the psychiatric module helped me in caring for this patient. This patient struggled with eating foods due to traumatic experiences in childhood. I was also able to apply knowledge from the pediatric module and the different developmental stages to my care. The impact of different perspectives from the family helped us understand what teaching we needed to provide to the patient.</p>
<p><b>Step 2 Feelings</b></p> <p>In the beginning, I was feeling nervous because I didn't know what to expect. I had never heard of ARFID before, and I was thinking I needed to do research before I could help take care of the patient. I felt unprepared but after researching and reading the patient's chart I felt more comfortable with caring for the patient. My nurse did a great job pointing out specific things in the patient's chart that helped me understand the needs of the patient. Ultimately the researching and reviewing changed my mood and I felt prepared to take care of the patient. I felt rewarded by the outcome, and I believe that was the most important emotion. I believe that is the most important emotion because I felt like I did a good job.</p>	<p><b>Step 5 Conclusion</b></p> <p>I could have made the situation better by teaching the patient to also learn how to administer their gravity feeds. My nurse could have also had both parents provide teach back demonstrations from the parents. The case manager could have made the situation better by having the feed pump ready before the weekend. I could have also asked the patient more questions about what they were feeling or what questions they had. I learned that good communication could make a huge difference in the quality of care provided.</p>
<p><b>Step 3 Evaluation</b></p> <p>The communication between the care team was good. I would say the communication between the care team and the cafeteria was bad. It was easy to come up with a diet plan for the patient, but it was difficult to get the patient the correct meals due to miscommunications with the cafeteria. I think that the patient teaching of tube feedings went well, I also think that my discharge teaching went well. My nurse did a great job assuring that the family and patient were comfortable and had all their questions answered. I did not expect a different outcome. There was one thing that went "wrong" with case management getting tube feeding equipment, but we were able to get it all figured out. I contributed by assisting in patient education and discharge teaching.</p>	<p><b>Step 6 Action Plan</b></p> <p>Overall, I think this was a positive patient encounter and I learned a lot. If I could change anything I did I would be the one to make more of the phone calls to the dietician and physician. I think the more experiences I have with speaking to other team members using the SBAR, the more comfortable I will become. I can apply the lessons I learned about communication to future encounters. This experience taught me to be confident in my communication in education I also saw great examples of how important proper discharge teaching is. I will use this in the future to do my best to answer all the questions patients and families have, and to make sure they are well informed. I will also be sure to give proper discharge teaching, so my patients and families feel comfortable going home.</p>