

Student Name: Hans Burda



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.

**Step 1 Description**

A description of the incident, with relevant details. Remember to maintain patient confidentiality. 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

- 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?

**Step 4 Analysis**

- 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 (e.g. personnel / patients / colleagues)?

**Step 2 Feelings**

Don't move on to analyzing these yet, simply describe them.

- 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?

**Step 5 Conclusion**

- 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?

**Step 3 Evaluation**

- 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?

**Step 6 Action Plan**

- 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?

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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></p> <p>On Tuesday April 18<sup>th</sup>, I was able to observe what happens in the labor and delivery department of the hospital. I followed a nurse as they took care of their patient as they prepare for delivery. Most of the time spent in this stage is waiting for signs that delivery is imminent. Each patient is put on a monitor that records contractions and fetal heart rate. Nurses and other healthcare providers are able to react to the signs and proceed accordingly for a delivery.</p>	<p><b>Step 4 Analysis</b></p> <p>Although I may never work in a labor and delivery department, there are still some things I can take away. One of which is the importance of patient education. The L&amp;D department is one of the most education heavy nursing I have witnessed and rightfully so. The mother is not the only patient and not the only person that needs the education. Family and support people are just as important to give education to especially after delivery.</p>
<p><b>Step 2 Feelings</b></p> <p>At first, I was not so excited about labor and delivery. I felt as though since it was one of the nursing roles I never wanted to be a part of, I didn't care for it very much. As time went on, however, I felt anticipation with the mothers and nurses as we waited for a baby to be delivered. I must admit that I was a bit disappointed to have missed a delivery because of a lunch break. Being able to lay my eyes on a baby within their first hour of life is one of the most surreal experiences I've ever had. As the nurses handled each child with care, it reminded me of the fragility of life and how precious it is.</p>	<p><b>Step 5 Conclusion</b></p> <p>All in all, I've learned a lot about how things function in the labor and delivery unit and of the hospital as a whole. I learned of the importance of patient education and how it may affect the overall health and experience of the mother and the baby. I learned of the effectiveness of good interprofessional communication and the importance of each role.</p>
<p><b>Step 3 Evaluation</b></p> <p>It was eye opening able to witness most of what I learned in the classroom setting being practiced in the field. Factors at play such as the fetal heart monitor, oxytocin and epidurals were a few things I was able to finally see in action after simulations. There seemed to be great interprofessional communication between all members of the labor and delivery team. Doctors, nurses and anesthetists have their own roles but shared a common goal.</p>	<p><b>Step 6 Action Plan</b></p> <p>A large part of healthcare as a whole is communication. As I learn more about nursing, I am reminded of how much communication is actually needed. Communication with patients may increase their adherence to certain medications or treatments. Communication with other healthcare providers results in a task being completed from another's scope of practice. Each team member may have different assessments and interventions but communication moves it all toward a common goal.</p>