



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 (e.g. personnel / 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><b>Step 1 Description</b></p> <p>I went to simulation and took care of my patient Mr. Dunn. It happened yesterday, April 24<sup>th</sup> around 0900. I was on the 5<sup>th</sup> floor of Covenant Children's Hospital. My nursing instructor Ms. Starch and another instructor from module 5, my patient and I were involved in the scenario. I was assessing my patient, obtaining subjective data, and then I administered medications to my patient. I played the role of the nurse. The instructors were observers. The result was that my patient received the medications that the doctor ordered, and I applied critical thinking to decide which medications to give my patient.</p>	<p><b>Step 4 Analysis</b></p> <p>I can apply my critical thinking skills and nursing judgement to decide what medications my patient should receive based on the doctor's orders. Recent evidence surrounding the time that medication vials and IV ports should be scrubbed with alcohol to prevent infections is 15 seconds so that I what I did. It is important to follow aseptic technique so that it lessens the chance of patient's contracting a hospital acquired infection. Broader issues that can arise from this situation are longer hospital stays for patients. Different perspectives and techniques regarding medication asepsis can create discontinuity and it can lead to many different techniques being followed. If everyone does it the same way, then it will make things more effective.</p>
<p><b>Step 2 Feelings</b></p> <p>In the beginning I was very nervous and anxious. I was thinking about all the steps I needed to complete so that I could pass the CPE. The event made me feel accomplished. The words and actions of others made me think that I did well and that I could take a deep breath that it was over. I felt that the outcome was positive, and I felt like weight was taken off my shoulders after finishing. My most important feeling was successful, and it is the most important because I can go into summer feeling refreshed.</p>	<p><b>Step 5 Conclusion</b></p> <p>I could have made the situation better by talking to my patient a little more and I also should have made sure to follow the 4 P's before leaving my patient's room the first time. I don't feel like the instructors could have made the situation better because it was graded, and they were not allowed to help me. I have learned the corrected label to put onto the piggyback tubing and that I need to better assess the room every time I walk in.</p>
<p><b>Step 3 Evaluation</b></p> <p>The good thing about the event was that I was provided resources to prepare myself so that I could have an idea of what I needed to do for my patient. The bad thing was that it was stressful because it was for a grade. The med pass was easy and deciding what medications to give was a little more difficult. I completed my med pass and was able to complete all critical elements within the time we were allotted. The only thing that went wrong was when I left the room the first time, I forgot to put my patient's side rails up and give them the call light. I also put the wrong label on the IV tubing. I contributed by successfully taking care of my patient.</p>	<p><b>Step 6 Action Plan</b></p> <p>Overall CPE went well, and I am relieved that it is over. I would make sure that I write down the 4 P's and fall bundle in my notes so that I do not forget it. I would also read the labels and make sure to choose the correct one for the tubing. I can apply these lessons to real life scenarios by ensuring that my patient is safe before leaving the room. CPE has helped me become more professional as a student nurse and it will help me to apply my knowledge in real life situations.</p>