



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?

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>During CPE, my scenario was providing the patient with an antibiotic IVPB and giving a PO med of an anticoagulant. Through the scenario those that were involved were the patient, two instructors and me. The role that I played was being the nurse for the patient. Therefore, my job was to give the patient the best care in a safe and diligent way. As the nurse I had to administer the medication through the proper route, dosage, time, and patient. Critical thinking came into play when I had to decide what medication I was going to provide for the patient and reading the order that were given by the physician. The result of my first CPE was unfortunate, but I was able to come back and pass.</p>	<p>Step 4 Analysis</p> <p>The previous knowledge that I used in my CPE was knowing when/how to administer the medications. Giving medication through IVPB can be intimidating, but I believe I had practiced that skill many times during clinical and it helped me in this situation. CPE is a way for us as the students to confirm that we know the skills that are necessary to become a nurse. Without the skills that we've learned through the school year, we would not be able to care for the patients– in a safe way.</p>
<p>Step 2 Feelings</p> <p>My feelings at the beginning were a lot of nerves, I didn't know what to expect once I walked into the room and being observed by others adds a little more stress so the situation. During my CPE I was think, "Am I doing this right?" – constantly doubting myself. I believe this was the reason why my first time performing my CPE didn't go too well. Once I finished my scenario and I was told that I didn't pass, I was not angry or sad – I saw where the instructors were coming from, and they had good constructive criticism. So, when I came back for my second chance, I had the opportunity to reflect on what I did wrong and to perform much better once I knew what areas I was lacking. The most important feeling that I felt was optimistic, after I failed the first time, I could have had a negative attitude about it but instead I thought positive and was ready to perform once again and relax.</p>	<p>Step 5 Conclusion</p> <p>What I could have done better were a couple of things, starting with getting my patients name correctly, verifying doctors' orders and scanning my meds. These are important when caring for a patient, therefore, it was correct of my instructors to say that my CPE was unmet. Something that I could have done differently was to do what I know, the points that I missed were things I was doing on the floor – but because of the nerves I missed important skills that could potentially hurt the patient. Through this experience I learned that I know what I need to do, and I need to take a deep breath and perform the skills I've been doing for a year now.</p>
<p>Step 3 Evaluation</p> <p>The good thing about this even was that I had the chance to critically think about the medication for my patient. Through this journey in nursing school, it was really helped my confidence with medications and how/when to administer. The bad thing about this even was that I failed the first attempt, but I don't look at it was a negative thing more like a learning opportunity. Again, once I came back to my second attempt everything went much smoother and I was able to be more confident in myself. When performing CPE, I obviously would have loved to pass the first time, but mistakes happen, and the most important thing is to learn from them.</p>	<p>Step 6 Action Plan</p> <p>Overall, I think this situation didn't go how I expected it, but I learned from my mistakes. The conclusion that can be draw is that nerves can affect the way that you perform a skill but being confident in what you know. Something that I would do different next time, is write out the steps that I need to do – that why my nerves don't get in the way, and I forget to complete a step. I can apply this scenario to my future as I transition to being a nurse and even through clinical – this experience thought me to be confident in my skills and not let my emotions get the best of me.</p>