



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>Step 1 Description</p> <p>Elderly male patient admitted to the hospital for urosepsis. Presents with fever, pain, and cloudy urine. As the nurse, I followed the doctor's orders and administered an antibiotic and antipyretic. Patient was not oriented to place or situation.</p>	<p>Step 4 Analysis</p> <p>I applied Mrs. Moreno's lecture about urosepsis to this scenario. Understanding the patient's diagnosis helps improve overall care.</p>
<p>Step 2 Feelings</p> <p>I was super nervous starting but after a few minutes my nerves calmed down. I feel like I gave one hundred percent. I am very pleased with my performance. However I do wish I would've been less nervous and more confident.</p>	<p>Step 5 Conclusion</p> <p>I learned that the little things, as well as the big, are important. It's so easy to forget the basics when there are much more demanding things. If I could change anything it would be unknowingly adjusting my glasses. By doing that I put myself at risk.</p>
<p>Step 3 Evaluation</p> <p>I feel like the communication between the patient and I was easy. I was able to answer questions and reassure him that he was getting the best care. The time limit was difficult. That was the biggest stressor for me, running out of time. But it helped me with time management. Something that went wrong was me trying to pull out the wrong plug on the piggyback. At first I was pulling on the pharmacy plug but then I quickly realized I was doing it wrong. My teaching went really well in my opinion. I taught for each med and about his diagnosis.</p>	<p>Step 6 Action Plan</p> <p>Overall I think the CPE was very helpful. It encouraged me to critically think and manage time effectively. Next time I would just walk in with my head a little bit higher. I may be nervous but I have to remember that I know the stuff! This has taught me to trust myself. As I said previously, I just need to remind myself that I have worked hard to learn the stuff necessary to pass.</p>