



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.

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| <p>Step 1 Description 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"> • 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? | <p>Step 4 Analysis</p> <ul style="list-style-type: none"> • 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)? |
| <p>Step 2 Feelings Don't move on to analyzing these yet, simply describe them.</p> <ul style="list-style-type: none"> • 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? | <p>Step 5 Conclusion</p> <ul style="list-style-type: none"> • 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? |
| <p>Step 3 Evaluation</p> <ul style="list-style-type: none"> • 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? | <p>Step 6 Action Plan</p> <ul style="list-style-type: none"> • 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.

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| <p>Step 1 Description For my CPE I had a patient with urosepsis who's only complaint when doing initial assessment was a general body pain of 2. I reviewed my medications and had to hold the clopidogrel, clonidine, and the other pain medications are only for severe to moderate pain. The medications i administered were IVPB levofloxacin and an acetaminophen for a fever that would also contribute to the pain. I maintained good aseptic technique and safety precautions.</p> | <p>Step 4 Analysis I can apply the critical thinking through when to hold medication and when to administer medications also, to always maintain patient safety. I think that I made a good impression for my instructor and a future instructor of mine. I only had 2 negatives and they were not thinks that could kill someone. There is always room to learn something new and always something to work on and with that helpful advice will be a more efficient nurse.</p> |
| <p>Step 2 Feelings Coming into the scenario during prep I felt really confident I knew what meds to give, which ones not to give and why I made those decisions. I did not want to forget to teach as I cared for the patient so I made sure to talk through the medications. I knew that I was taking some time when it came to my teaching and that is something I need to work towards. Overall, I felt ready to complete my tasks as I have been taught and maintain safety through medication administration and patient care management.</p> | <p>Step 5 Conclusion I think that I could have practiced being a little quicker with my teaching and medication collections in the med room. I learned from this experience that I know a lot more about med administration that I thought I did. I need to work on being just a little more confident it would help with my time management skill.</p> |
| <p>Step 3 Evaluation I don't think that any part of the test was difficult I could see what was wrong and knew what needed to be fixed. I really appreciated the professor that was my evaluator she did not make me nervous and provided helpful feedback. I did not miss anything in my CPE, however I did only have a few minutes left after I was completed. She suggested working on time management and that I used hand sanitizer a lot. I would change anything about the scenario it was educational and helpful to my on the floor experience.</p> | <p>Step 6 Action Plan Overall, this experience was a great test to see how far I have come in med administration. I will use what I have learned on the floor during any future clinicals. My future med administration will be more perfected from my experiences.</p> |