



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>

## Covenant School of Nursing Reflective

*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>In my CPE scenario, my patient was an elderly male diagnosed with urosepsis. My patient had many medications prescribed for various clinical reasons including hypertension, recent history of CVA, the UTI/urosepsis infection, pain, and fever.</p> <p>Upon new assessments and lab data, my patient's blood pressure was low, heart rate and temperature were high, and platelet counts were low. My patient was not currently in any severe pain at this time and his level of consciousness was AOx2.</p> <p>My role at this time was to take these assessments, lab results, and subjective patient data and use critical thinking and prioritization skills to accurately and effectively plan care for my patient. This included determining whether medications were indicated, safe to give, and necessary for my patient. These skills also required me to work in a timely and organized manner to provide quality care for my patient during med pass.</p>	<p><b>Step 4 Analysis</b></p> <p>From my previous education and clinical experience, I have been prepared to clinically think and use my nursing judgment to decide what is safe and unsafe to do for my patient.</p> <p>This was an exam setting, so I was not able to compare and contrast the scenarios my peers experienced.</p>
<p><b>Step 2 Feelings</b></p> <p>Initially preparing for CPE and arriving to the simulation lab, I was anxious and nervous about completing all of the required skills. However, once I was in the library looking over my patient's updated chart, assessments, labs, and orders, everything was very clear to me as to what I needed to do for my patient.</p> <p>From my previous education and clinical experiences leading up to CPE, I feel that I have been very well prepared. Each step in my scenario made sense and I was able to use critical thinking to prioritize my actions, determine which interventions were necessary, and provide effective and accurate care for my patient.</p> <p>During my scenario, I felt confident that I was completing each step of my skills correctly and that I was properly prepared for the situations. I believe my clinical instructors from this module and past modules have guided me towards being able to make good nursing decisions on my own when put to the task. I also believe that the simulation lab we did this module allowed us students to individually think on our own to make clinical decisions quickly and effectively to care for our patients—which is not something we are able to do often as we are usually following the direction of another nurse or instructor.</p>	<p><b>Step 5 Conclusion</b></p> <p>Although I passed me CPE scenario on the first attempt, there were a few teaching points that were discussed.f</p> <p>First, upon medication administration, I forgot to don gloves while administering a PO medication. However, I realized my mistake and called out what I should have done immediately after giving the pill. Additionally, my instructor suggested that I should have primed my IVPB tubing in the med room rather than doing it at the bedside.</p>

## Covenant School of Nursing Reflective

### Step 3 Evaluation

I think the CPE for this module went very well. I felt confident in my skills leading up to the exam, as well as during and after completing it. As stated above, I believe I was able to have organize and prioritize all of my steps in my scenario.

### Step 6 Action Plan

I think I will be able to use the skills and experience I learned from this scenario to better myself and my critical thinking in the future. Not only that, but I definitely think my confidence in myself as a nurse has increased greatly throughout this module. Therefore, I will be able to apply this knowledge and experience to my future clinical experiences.