

Covenant School of Nursing Reflective Practice

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 on page 2, document each step in the cycle. The suggestions in each of the boxes may be used for guidance but you are not required to answer every question. This Reflective Practice document will be reviewed by faculty and then you will post the final reflection in your LiveBinder folder.



<p>Step 1 Description A description of the experience, with relevant details. <u>Remember to 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 eg. personal / patients / colleagues' perspectives?
<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?

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Instructional Module: IM8

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Use this template to complete the Reflective Practice documentation. Use only the space provided. Information that is not visible is lost.

<p>Step 1 Description</p> <p>I've had the pleasure of doing my preceptorship on SICU3 with Kelsi Hilger. Unfortunately, there has been some difficulty within my last four shifts that are being addressed, and all of them come back to me being Kelsi's first student so both of us are learning together. Some personality differences have been difficult for me to navigate at times however Kelsi and I do get along well. In terms of the unit, things have been great. I have helped take care of several high-acuity patients whom I've been able to learn a lot from.</p>	<p>Step 4 Analysis</p> <p>I realized quickly that my preceptorship experience was going quite differently compared to my classmates and what I learned is that Kelsi is also learning how to do this at the same time I am learning. That put things into perspective on how I should communicate my learning needs with her. Issues I hope do not arise but I am preparing for is her frustration and potentially not being understanding about where I am coming from as a student because that would definitely make this experience harder for me.</p>
<p>Step 2 Feelings</p> <p>I have felt some frustration during my last four shifts due to not being able to learn or perform skills that I should have been able to such as pulling a chest tube or finding pulses on an AFB patient. I feel frustrated with the way Kelsi is teaching me since I feel she does not take the time to slow down and make sure I am comprehending what is happening with the patient. It is a lot of going through the motions for me which tends to get frustrating when I find myself in a place where I do not fully understand what is going on or why we are treating a patient a certain way.</p>	<p>Step 5 Conclusion</p> <p>All together the last four shifts have been difficult for me to navigate and learn from however the issues that I experienced were brought up correctly and adjustments should be happening. Something that could have made things easier was being told initially that I am her first student which would've helped me understand Kelsi's behaviors better and be more open with her about what I need as a student. Instead, I was under the impression she had done this before and that I just was not adapting properly to how she teaches and I also would have had more patience with her.</p>
<p>Step 3 Evaluation</p> <p>Things that have gone well are that I've been able to give a report and while it is not smooth I do it. I've also been complimented by other members of the staff on my skills and ability to adapt. Something that did not go as planned was when Kelsi only came in for half a shift and I spent the rest of the shift with a different nurse. The other nurse was fantastic in helping me learn the problem was that he was quite frustrated with Kelsi as he felt she did not manage her time well and left several "messes" for him to clean up. In his frustration, he talked to other nurses on the unit about the situation, and with it being my first shift it left me quite nervous to work with Kelsi again since I saw the frustration her coworkers were experiencing.</p>	<p>Step 6 Action Plan</p> <p>I think moving forward things will get better for the last six of my shifts. I'm nervous about how a certain conversation between her and Mrs. Griffin will go and how that will affect our dynamic. I do not want her to feel blind sided by that conversation, since while it has been difficult for me we have still gotten along well. I also am going to try and be more vocal about what I need as a student and hopefully have open communication with her about my expectations in terms of me performing more critical care skills and her explaining the plan of care for a patient better so I can fully comprehend the situation.</p>

