



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.

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| <p><b>Step 1 Description</b></p> <p>The patient was admitted for urosepsis and was in stable condition after admission to the floor. The patient was A&amp;O x2, all other assessments were within criteria and needed no further action. I was the nurse involved in the patient's care; my job for the CPE was to give all the meds correctly and do all the Universal Competencies/Safety correctly. In our time together, meds were given along with some teaching about the meds. Some aspects of the Universal Competencies/Safety were done incorrectly the first attempt and completed in the second attempt. Two instructors did the grading and acted as the patient's voice for the scenario. In the end, the patient could have gotten an infection/fallen due to unsafe and incomplete safety techniques in the first attempted try.</p> | <p><b>Step 4 Analysis</b></p> <p>What I should have applied better to this situation was to remember that just because the patient isn't fully aware of the situation doesn't change my job in any way. I know that UTI's usually cause change of LOC in older adults so I should have applied that better in my scenario and continued with what I needed to do. The knowledge of how UTI infections affect the elderly population is very important for this scenario otherwise an incorrect diagnosis could have been given. The broader issues that arise from this scenario is how to deal with out geriatric patients and the s/s that are different for them versus middle-aged patients.</p>  |
| <p><b>Step 2 Feelings</b></p> <p>I felt really nervous at the beginning. I thought I had everything planned out pretty well but as the scenario went on I realized I had already messed up a couple things and it went downhill from there. This made me feel angry at myself and stupid. I wasn't happy with the outcome and that I didn't do as good as job as I wanted to. It would be different if I didn't know how to do it but I do know how to do it. The most important feeling for me from this scenario was frustration. This is the most important feeling for me because I need to learn how to get over it, move on, and learn from what I do and not do it the next time.</p>  | <p><b>Step 5 Conclusion</b></p> <p>I could have made the situation better by using the notes I wrote down for the scenario and verbalizing more of what I was doing. I could have also made the scenario flow better by doing things in a specific order and staying with that throughout the entire scenario. The instructors were very patient and thoroughly explained what I missed so I don't have any suggestions for the instructors.</p>  |
| <p><b>Step 3 Evaluation</b></p> <p>What went well was that I did hold the meds that I was supposed to and put up the IV piggyback the right way. I also did what was needed before giving the meds so overall meds went well. What went bad was basically everything else. I need to work on better communication and verbalizing the process. The easiest parts were getting the needed information from the patient and pulling meds. I always struggle with not getting flustered when I know things are for a grade. I just need to calm down and do less thinking. I would have liked a different outcome but based on my performance I already knew that I didn't do great and was going to have to redo it. The instructors were great in orienting me to the room and being quiet so I could do my work.</p>                                  | <p><b>Step 6 Action Plan</b></p> <p>Overall, I think the scenario was a good learning experience for me to have. It taught me that I must keep a clear head to be a nurse that safely and competently takes care of her patients. Looking back, I would have tried to go in more confident. I also think I should have practiced some hands-on practice at home to get the feel of it before going right into my scenario. The lessons I learned from this scenario were: don't get frazzled and do everything concisely. This scenario has taught me that I need to do better under pressure and to watch the little details of everything. In the future I hope to look back at this experience and remind myself that we can all do better and that we all mess up. That doesn't define you it's what happens after that makes you who you are and the nurse you will become. We have to learn from our mistakes</p> |