



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>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.

<p>Step 1 Description I was scheduled for CPE at 0830 on 12/04/2023. I was given 20 minutes to review my patients' chart and collect any info that would help me prioritize my care of this patient as a student nurse.</p>	<p>Step 4 Analysis Starting with Module 1 we are taught that universal competencies and patient safety is important. I failed with time management, which in turn led to safety issues for my patient.</p>
<p>Step 2 Feelings At the beginning of CPE, I was feeling confident and assured, I had a plan of steps in my head that I was going to follow. However, as time started, I didn't do the plan I had set out in my mind. This was extremely frustrating because I had run out of the allotted time and was unable to finish applying my safety measures for the patient. Universal competencies and patient safety are a priority. I was very disappointed in myself due to the fact that I had a plan in my mind to follow which went out the window when anxiety took over.</p>	<p>Step 5 Conclusion For me, once things don't go as I have planned, I lose confidence and start to be very hard on myself. This is not helpful and only feeds my anxiety. I really don't know how to stop doubting/self-sabotaging myself.</p>
<p>Step 3 Evaluation As I stated above, I had a plan in my mind that I wanted to achieve. Step 1 was I was going to assess my patient. Step 2 was for me to gather medications and supplies based on the assessment of my patient and orders listed in the patients MAR. Step 3 was to complete my tasks and ensure the patients safety before leaving the room. This was the plan I wanted to apply. However, this was not the case as I started with preparing the medications for my patient first, then my assessment, then giving the needed medications to my patient, based on the assessment. Due to this outcome, I was not able to complete all of my tasks for my patient.</p>	<p>Step 6 Action Plan This CPE has taught me that it may be helpful to write the steps down on paper and follow them. Rather than have them in my mind, when anxiety takes over, my thoughts race and become a jumbled mess. I know that doubt plays a huge role and I am working on this by trying to be kind to myself.</p>