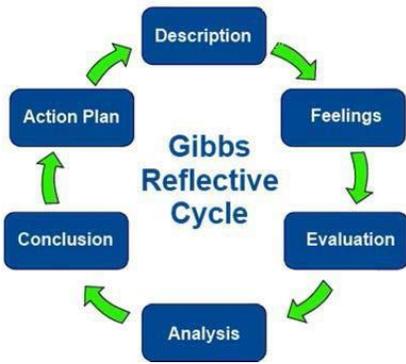


Covenant School of Nursing Reflective Practice



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?

Covenant School of Nursing Reflective Practice

Name: Catherine Huber

Instructional Module: IM6

Date submitted: 2-6-24

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>At Oceans, I interacted with patients and learned more about how different disorders manifest. The staff there threatened to call our nursing instructors, and they changed our schedule because of that. We attended group therapy and treatment team and got to see the psychiatrist ask questions to the patient.</p>	<p>Step 4 Analysis</p> <p>The perspectives of the students on the other side was helpful to validate our experience with the staff. I think the staff didn't know what to do with us. The perspectives of the treatment team were helpful to see what was really going on with each patient.</p>
<p>Step 2 Feelings</p> <p>I was excited to go to Oceans initially because Meredith said she had a good experience there. I was worried that the staff would call our instructor. I was stressed for the rest of the day after that. I was shocked that the staff jumped immediately to calling our instructor when they could have just told us what they wanted us to do.</p>	<p>Step 5 Conclusion</p> <p>The staff could have just told us what they wanted us to do instead of threatening to call our instructor. The administrator could have explained what we were supposed to do before lunch. The administrator could have not tried to change our schedule and bar us from going to treatment team.</p>
<p>Step 3 Evaluation</p> <p>It was good to see and hear the treatment team talk about the patients and explain what was going on with each patient. It was easy to get along with some of the patients there. It was difficult to be there after they threatened to call our instructor.</p>	<p>Step 6 Action Plan</p> <p>The situation could have been avoided if the staff just let us know if we were doing something wrong or not doing what they wanted us to do. It felt like a punishment when the administrator suggested we not go to treatment team and do something else instead. I am reminded that I really do not like feeling like I did something wrong or am in trouble. It really sent me for a loop when calling our instructor was mentioned.</p>