

STAR HARLIN



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?

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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</p> <p>Feb 19th at 0800 I assessed a patient with urosepsis. Patient was supine in bed with NS going at 80ml/hr with a left peripheral IV in place. Mrs. Starch and another instructor were at the bed side. I presented as the nurse taking care of the patient getting ready to give the scheduled medications. After assessing the patient I went into the med room to get levofloxacin and a pain medication. I safely pulled the meds and then primed my tubing for the IVPB and labeled the tubing and went back into the room to administer the medications.</p>	<p>Step 4 Analysis</p> <p>All the little things are just really important in keeping the patient safe and we are taught how to do things in a certain way for a reason because safety is always the priority for our patients. So if medication errors are made then it can put the patient at risk.</p>
<p>Step 2 Feelings</p> <p>I was very nervous and filled with anxiety! I knew I could get through the scenario like I have done every clinical day so I felt comfortable giving medications but my head always gets in the way when I know I am being graded on something.</p>	<p>Step 5 Conclusion</p> <p>I wish I had a better understanding of what was asked of me. I was so unsure if I needed to assess the patient in anyway, so I just did it anyway. I luckily had enough time to finish with enough time. I felt like I learned that I know how to do things in the proper order but I just need the confidence to know that I can do it without letting my anxiety get the better of me.</p>
<p>Step 3 Evaluation</p> <p>I felt that the overall simulation went over well, and I have a good bed side manner. I just need to get better at steadying my nerves and that way I don't skip over very important steps when giving medications to a patient.</p>	<p>Step 6 Action Plan</p> <p>I can use the lesson of having to repeat CPE in the future to just slow things down and do things I know how to do already. Go into CPE confident. It's very important to make sure to scan all medications before administration of the medication to make sure the patient is getting the correct medication.</p>