

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: IM6

Date submitted: 2/21/24

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>I was completing a clinical at Ocean's Behavioral Hospital. I was joined by a few other peers in my cohort. We were allowed the opportunity to see what happens and all that takes place in a psychiatric facility. It was such an awesome opportunity to see because we got to see what the mental health techs do, as well as the RN's. We were able to help the MHT's with the work that they do mainly because they are the ones that are primarily on the unit handling patients, while the RN's document and do q2h rounding. We also got the opportunity to really get to know the patients on both sides of the facility. There is an adolescent side that had patients aged 18 and up. As well as an adult side aging 50 and up. It was great to see how both sides operate. For the most part they are rather similar but they have some minor differences that I think make a huge difference.</p>	<p>Step 4 Analysis</p> <p>I was able to apply therapeutic communication to the situation when speaking to the patients. I was definitely uncomfortable at first but by the second day, I felt way more confident speaking to the patients. As for broader situations that may have been occurring, I felt like some patients were maybe suffering from things beyond a mental disorder. Everyone's situation is different and life looks differently for everyone, but I saw two different patients lie about how they were feeling so that they could stay in the hospital. They were lying because they had no where else to go. That was really hard for me to see because the staff knows why they are lying to stay but there is only so much they can do to help. It really is such a sad situation.</p>
<p>Step 2 Feelings</p> <p>At the beginning of the experience, I felt like we were not welcomed to be there. I did not feel excited to be there and truth be told I had an idea in my head that this place was not going to be kind to us. However, after Haylea kept talking to them (the staff), they started to open up more. Haylea and I were on the adolescent side for the first day so that is what I am speaking on this most. As we got on to the floor, we kept asking the MHT's if we could help with anything and they would say no and go about their business. The more we asked, the more they started to allow us to help. Then, as we started to talk with them more, they stated that every group of students that come through here, have been horrible. They said they saw us that morning and immediately thought "Oh no, please not today" implying that they didn't want to deal with us today. I want to give a huge shout out to Haylea Cowart because if it weren't for her and her willingness to keep asking if they needed help the clinical would have gone south. She basically killed them with kindness until they liked us and that made a huge difference.</p>	<p>Step 5 Conclusion</p> <p>I could have made my experience better on the first day if I had not listened to some of the things that were said before I went. We had heard that Ocean's didn't want students to be there and really the staff said that to our face as well, but I should have formed my own opinion about the place before I decided it was not going to be good. I think the staff who didn't want us there could have been a little bit nicer to us as we arrived. They had stated they didn't want to deal with us today but they had also admitted they were wrong. That really improved our relationships with them and improved our experience at the facility.</p>
<p>Step 3 Evaluation</p> <p>I think the whole experience was excellent. At first, I jumped at the opportunity to start at the adolescent side because I like to work with kids. I understand that the adolescent side is not the age group that I love but I thought I could use similar techniques. I was wrong, however. The second day, I got to spend time with the adult group and I had such a better day. The adults are not shy and they are so willing to talk to you about whats going on. There were multiple people that we were able to pull aside and discuss what was happening and how they were feeling. I felt like we were truly able to get to know them. I also felt that the disorders and disabilities were different on the adult side. For example, there was a gentleman on the adult side that was in a very manic/psychosis state that I felt like got progressively worse as the day went on. When we sat with him for breakfast he was not manic and was able to have a conversation with us. As the day went on, I could see him begin to have a conversation with himself or maybe even someone who he thought was there. By 1pm, during his treatment plan he was saying things that did not make any sense. However, when we asked him what day, month and year it was he was able to answer, correctly might I add.</p>	<p>Step 6 Action Plan</p> <p>Overall, I felt like the clinical went really well. I was so interested in everything that was going on with the patients. There is such an awesome team at Ocean's and it was cool to see how they all work together to make it work. There were so many opportunities to play bingo and color with the patients as we got to learn about them. One resident even said "I'm so glad you are talking to us instead of just staring like most students. I am not a lab rat, I am a person". With hindsight, as I stated above, I would not listen to what other people experience was of the facility before I went and experienced it for myself.</p>