



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.

<p>Step 1 Description</p> <p>CPE simulation took place with caring for a patient impacted by urosepsis. Our patient was elderly and experiencing a slight change in mental status with minimal confusion. As the nurse I was to assess the patient for pain and LOC in order to make decisions regarding the care and administration of needed medications.</p>	<p>Step 4 Analysis</p> <p>This simulation gave us the opportunity to care for a patient impacted by urosepsis. To my memory this is the first time I've been able to interact "directly" with a patient in this situation. The details in the report like reasoning for medication and parameters for those gave us the chance to really use our critical thinking skills. For instance, there were a couple medications that would have been administered had you not read through the chart thoroughly, as the patient presented with contraindications.</p>
<p>Step 2 Feelings</p> <p>Initially I was extremely anxious upon entering the patient room. The instructors playing the role of the patient made the simulation run a lot smoother and helped ease some of the nerves. Overall, I feel as if the simulation went well.</p>	<p>Step 5 Conclusion</p> <p>Upon reflection, I think I could have made the situation better by just breathing and having more confidence in myself. There were a few things that would not have occurred had I not second guessed myself. I learned to trust my instincts with this simulation, it offered some reassurance.</p>
<p>Step 3 Evaluation</p> <p>I know I need to work on my explanation when it comes to education on medication and the purpose for me being in the patient's room. I unintentionally spoke very briefly in regards to these things. In complete honesty I think the nerves may have got the best of me in that aspect. However, my anxiety was much lower compared to CPE in past modules</p>	<p>Step 6 Action Plan</p> <p>I found the CPE to be a great learning experience. I know that we've been taught and prepped with the skills to carry out a simulation like this, but actually being able to do so was a really good feeling. In the future I only hope that I am able to shake the nerves off more and more. It was a great scenario to challenge us to apply our skills in real time. To make decisions based on the education we have been taught and apply it correctly.</p>