



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</p> <p>During CPE (at the SIM center), my assignment was to care for and administer medication to a patient who was admitted for urosepsis. My role was the nurse, Mrs. Heinrich's role was to voice the patient and observe and Mrs. Kirkpatrick's role was to observe. While performing my skills, I was trying to be hyperaware of all the "little things" (i.e. the call light, side rails, and other aspects of the patient's safety) and building report with my patient. In the result, I was able to safely give medicine to my patient and passed the evaluation.</p>	<p>Step 4 Analysis</p> <p>I applied my knowledge of the Seven Rights to Medicine Admin, maintain patient safety, utilizing Universal Competencies. I held medicines that would have been detrimental to my pt health and gave the ones ordered.</p>
<p>Step 2 Feelings</p> <p>At the beginning, I was feeling anxious. I was trying to keep repeating the important steps that I needed to make to ensure patient safety. Once getting the performance and conversing with the patient (Mrs. Heinrich), I started to relax and feel more comfortable in the situation. This was important because I was then able to focus solely on the patient care and not feel overwhelmed by anxiety.</p>	<p>Step 5 Conclusion</p> <p>If I had been more aware of my timing, I would not have had to rush the ending of my skills. I was too bogged down with trying to make sure everything was perfect, I lost track of time. If had looked at my watch, I would have been able pace more accordingly.</p>
<p>Step 3 Evaluation</p> <p>The event was good regarding maintaining pt safety, accurately giving medication and having great report with my pt. Unfortunately, I should have been more aware of time management. Teaching and talking to my pt was easy, but I found that trying to accomplish everything I wanted to do in under 20 minutes was difficult. The observers did a great job of making me feel comfortable. I contributed patient care and med admin to scenario.</p>	<p>Step 6 Action Plan</p> <p>Besides being more conscientious of my time, I would have changed anything different about my care. I appreciated the feedback I received from both instructors and will continue to utilize their advice moving forward.</p>