



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> <ul style="list-style-type: none"> • My patient had urosepsis and was needing an antibiotic and an antiplatelet medication. • Pt. had been admitted yesterday and today was my first interaction with patient. • I was the nurse. • Patient, myself, and 2 instructors. • I took care of the patient and gave the correct meds and made the correct assessments to carefully take care of my patient. 	<p>Step 4 Analysis</p> <ul style="list-style-type: none"> • I applied knowledge from all my past modules to carefully take care of my patient. • Knowing the urosepsis is caused from an infection in the GU that goes untreated and can be deadly if not treated. • This infection can lead to kidney failure or potentially death. Needs to be treated promptly. • Patient probably had an untreated UTI that went unnoticed, and it turned bad.
<p>Step 2 Feelings</p> <ul style="list-style-type: none"> • In the beginning I felt ready to go but once in the room I felt like I forgot everything I had planned in my head to do. • I was thinking about all of the things I had to do and felt like it also made me forget certain things I normally wouldn't. • I felt overall stressed and anxious about the situation but that I handled it well. • I felt the two instructors in the room had positive words for me and definitely helped me calm down. • I felt good about the final outcome of my situation. • The most important feeling I had was the feeling of accomplishment and just trusting myself and what I know. • It is important because it makes my hard work pay off and helps me maintain confidence in myself to keep pushing even when it's been hard. 	<p>Step 5 Conclusion</p> <ul style="list-style-type: none"> • I think I handled the situation well with what I had and the time to prepare. • I think if the goal of this was safety, then there shouldn't be a time limit because it makes us feel rushed and if we rush we may forget things that need to be double checked. I've never heard a nurse say, "I have 5 minutes to do things in this room". • I think that doing this on a real person would make the situation better because of interaction with a real patient instead of a mannequin. • I've learned that I need to have confidence in myself and the way I prepare for things and that it is paying off.
<p>Step 3 Evaluation</p> <ul style="list-style-type: none"> • I felt like I was prepared by the things that we have done in past to help me feel better about the situation. • I felt like not being able to see my time made me a bit stressed even though I had plenty of time left, I felt a bit rushed in my head and had to hurry through my teaching when in reality I didn't need to. • I thought the med admin itself was easy like giving the meds and the using the IV pump. • I thought what was hard was maybe using the different papers of the orders and trying to get it all simplified down. • I felt like I did my universal competencies well and they have become stuck in my memory, and I felt confident when interacting with the patient. • I felt like I expected to feel okay with my time but I started and then thought I was going slow so I would just suggest that the students be able to see the time they have. 	<p>Step 6 Action Plan</p> <ul style="list-style-type: none"> • I think overall the situation was a good test of safety and a good way for you guys and the students to test their knowledge in patient interactions and critical thinking. • I don't think I would do anything different because I think I handled the situation well, but I do feel like it was kind of robotic and I had to take time to look at my notes to double check I got everything. I think it just takes time to get more comfortable. • I can use this situation to build off of the critical thinking skills that I had to use in this simulation. • I think I can be better at trusting myself and going into the simulation with my knowledge and letting it show instead of second guessing myself. It has taught me I know it and I just need to keep pushing myself to learn more and get better. • I will use this to build off my knowledge of urosepsis and the cues to look for.