



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><b>Step 1 Description</b>                  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"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• Where were you?</li> <li>• Who was involved?</li> <li>• What were you doing?</li> <li>• What role did you play?</li> <li>• What roles did others play?</li> <li>• What was the result?</li> </ul>	<p><b>Step 4 Analysis</b></p> <ul style="list-style-type: none"> <li>• What can you apply to this situation from your previous knowledge, studies or research?</li> <li>• What recent evidence is in the literature surrounding this situation, if any?</li> <li>• Which theories or bodies of knowledge are relevant to the situation – and in what ways?</li> <li>• What broader issues arise from this event?</li> <li>• What sense can you make of the situation?</li> <li>• What was really going on?</li> <li>• Were other people's experiences similar or different in important ways?</li> <li>• What is the impact of different perspectives                      eg. personnel / patients / colleagues?</li> </ul>
<p><b>Step 2 Feelings</b>                  Don't move on to analyzing these yet, simply describe them.</p> <ul style="list-style-type: none"> <li>• How were you feeling at the beginning?</li> <li>• What were you thinking at the time?</li> <li>• How did the event make you feel?</li> <li>• What did the words or actions of others make you think?</li> <li>• How did this make you feel?</li> <li>• How did you feel about the final outcome?</li> <li>• What is the most important emotion or feeling you have about the incident?</li> <li>• Why is this the most important feeling?</li> </ul>	<p><b>Step 5 Conclusion</b></p> <ul style="list-style-type: none"> <li>• How could you have made the situation better?</li> <li>• How could others have made the situation better?</li> <li>• What could you have done differently?</li> <li>• What have you learned from this event?</li> </ul>
<p><b>Step 3 Evaluation</b></p> <ul style="list-style-type: none"> <li>• What was good about the event?</li> <li>• What was bad?</li> <li>• What was easy?</li> <li>• What was difficult?</li> <li>• What went well?</li> <li>• What did you do well?</li> <li>• What did others do well?</li> <li>• Did you expect a different outcome? If so, why?</li> <li>• What went wrong, or not as expected? Why?</li> <li>• How did you contribute?</li> </ul>	<p><b>Step 6 Action Plan</b></p> <ul style="list-style-type: none"> <li>• What do you think overall about this situation?</li> <li>• What conclusions can you draw? How do you justify these?</li> <li>• With hindsight, would you do something differently next time and why?</li> <li>• How can you use the lessons learned from this event in future?</li> <li>• Can you apply these learnings to other events?</li> <li>• What has this taught you about professional practice? about yourself?</li> <li>• How will you use this experience to further improve your practice in the future?</li> </ul>

**CPE Reflection - Jordan Magee**

*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><b>Step 1 Description</b></p> <p>For CPE, the admitting diagnosis of the patient I was assigned was urosepsis. In this scenario, I as the nurse was supposed to make critical thinking decisions based on if the patient needed all the medications that were ordered. The assessment was already done for me, so my main job was to evaluate if the patient needed certain medications after seeing updated vital signs and labs, and then I was to complete a pain assessment to decide if I needed to give any pain medications. Along with giving the medications, I was to follow all universal competencies and NIIIs, while maintaining patient safety.</p>	<p><b>Step 4 Analysis</b></p> <p>From this scenario, I can apply my knowledge and critical thinking skills of reading orders and making decisions on whether medications should be given. For example, I did not give lisinopril because the patient's BP was extremely low. I also did not give clopidogrel because the patient's platelet count was low. Lastly, I did not give the hydrocodone or morphine because the patient only rated his pain at a 2. Knowing all universal competencies and NIIIs was vital for this scenario as well. Researching medications and understanding what they are for is important for making decisions and patient teaching.</p>
<p><b>Step 2 Feelings</b></p> <p>When I first arrived at CPE, I was not too nervous, but I just did not want to accidentally forget to do something simple. After I got the updated orders, I knew which medications I did and did not need to give, which made me more confident in what I was about to do. It is a little awkward "pretending," but it helps that the instructors respond for the patient. In a simulation setting, it sometimes feels like I can forget or overlook something easier than in a real-life hospital setting. I overthink much more in simulation than in real life. Overall, I felt good during the CPE, and I thought it verified that I do know how to safely take care of a patient.</p>	<p><b>Step 5 Conclusion</b></p> <p>Again, I am thankful CPE went really well. Apart from maybe remembering to tell the patient I was getting acetaminophen, the only thing I could not quite remember was the color of label for the secondary IV tubing. I ended up choosing the right label, but the instructors confirmed it was correct after I finished CPE. Everything else went well I believe. I completed everything safely and in a timely manner.</p>
<p><b>Step 3 Evaluation</b></p> <p>I think CPE went very well! I thought knowing which medications needed to be given was pretty recognizable and I was able to point them out quickly. The universal competencies were followed well, and I did my patient teaching on medications, both why we were and were not going to give certain medications. I think just noticing that the call light was not in reach and the appropriate amount of bed rails was not up was a main thing to recognize. Apart from that and medications, I thought HH, AIDET, and the 4 Ps were done correctly as well. The only thing I can think to say I should have done differently is tell the patient I was going to give acetaminophen before I left the room to get the medications. It was not harming the patient in any way that I did not then, but I had it written down and remembered I did not say that specifically once I was walking out to the med room. Once I came back in the room with the medications, I told him that I was also giving it and the reason why.</p>	<p><b>Step 6 Action Plan</b></p> <p>I definitely think this helped me feel more confident in my ability to take care of patients safely. I know that I know the steps I need to take, but I just have to believe it will come naturally in the moment and not overthink it. I think it is easy for nurses to get in a habit of missing simple steps, such as hand hygiene, but these scenarios help us to grow the habit of always doing simple, but crucial steps in every situation. In the future, I will continue to apply the critical thinking skills the CPE made us use, especially on making decisions on which medications to give. I know I can certainly apply it to every clinical situation and nursing situation I am in. This experience helps reiterate what we know and provides us with confidence in our skills. We just want to learn to be the best and safest nurses we can be.</p>