



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 Live Binder 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><b>Step 1 Description</b></p> <p>This male patient was admitted to the hospital with urosepsis. The patient had a fever and needed an antibiotic for the infection. I was the nurse in this scenario and my job was to assess the patient's pain and administer the needed medications based on my assessments. The outcome was positive. The patient got what medications he needed and was comfortable when I left the room.</p>	<p><b>Step 4 Analysis</b></p> <p>I knew after reading the chart that I would not be giving some of his medications because of his vital signs and his labs that had been drawn. I also knew what teaching I was going to do when walking into the room. The knowledge that was needed during this situation was knowing medication and having a knowledge of what urosepsis was. I think that the impact of other people's opinion varied in the scenario. Some people may have taught the patient something different than what I did. But any teaching for the patient is good teaching.</p>
<p><b>Step 2 Feelings</b></p> <p>At the beginning, before I walked into the room, I was feeling very nervous. I was thinking about how nervous I was and that I was hoping I wasn't going to forget a small step. During the scenario I felt myself calming down and just going with the flow of what we had done in the hospital and that I knew what I was doing. This made me feel more confident in myself and in the scenario. The words that Mrs. Coulombe and Mrs. Webster spoke to me after the scenario were very encouraging. I feel very good about the outcome of the scenario and very proud of how the scenario worked out. I think the most important emotion I was feeling was being proud of myself. I think this was most important because it showed me and also the other instructors that I knew was I was doing and that I was being safe with my patient care.</p>	<p><b>Step 5 Conclusion</b></p> <p>I think my flow with the patient could have been better and more thorough. I don't think this situation could have been made better by anyone, I think that this situation was "the perfect scenario" for medication admin and patient teaching. I learned the importance of patient teaching in this scenario.</p>
<p><b>Step 3 Evaluation</b></p> <p>I think that my patient teaching went very well in my scenario. My patient couldn't receive his Clopidogrel and his blood pressure medication because his platelets and blood pressure were too low, and I had to teach him why I was holding those medications that morning. I don't think anything went bad, but I feel like I could work on my flow and having want I am doing feel more natural. The only difficult thing in my opinion was just me worrying and thinking too much about the fact that I was going to forget something. I feel like I gave my medications and did my assessment in a timely manner. I did not expect a different outcome going into it. I felt like if I just did everything, I had been taught about to this point that I was going to pass the CPE.</p>	<p><b>Step 6 Action Plan</b></p> <p>I think this situation was perfect for our CPE. There wasn't a whole lot to distract us during this situation so we could focus on medication admin, pain assessment, and patient teaching. I don't think I will do anything differently next time; I feel like I walked in there knowing what I was going to teach about and what medications I was going to give. I could use the lesson of the IV pumps in the future when working at the hospital. This taught me that everything that we have learned in modules will be used in everyday life while we are working as nurses.</p>