



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 <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 • 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 eg. 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.

Step 1 Description I was the nurse today (9.23.24) assessing the patient's pain and administering his antibiotics. I made the decision to hold his Hypertension meds due to BP being under the required parameter for safe administration. Pain meds were not required due to pain level being at a 2/10.	Step 4 Analysis Clinicals at the hospital helped with knowing that certain pain meds would have parameters to assess prior to administering. Going over urosepsis in lecture prior to this activity helped recognize the symptoms the patient was having. I also had the pleasure of helping a patient in the hospital who was very similar to this scenario and was given the same antibiotic.
Step 2 Feelings I was nervous at first as I was not sure what to expect. Once I was given the scenario, it helped paint a clearer picture of what I would be doing. Once in the room, I began to apply my critical thinking skills and hoped for the best. I felt better once I knew which meds to administer.	Step 5 Conclusion I could have had more confidence in myself. I'm an overthinker and always imagine the worst outcome. There were times in the scenario when I questioned myself. Patient education is very important.
Step 3 Evaluation I enjoyed the event. The worst part was not knowing what to expect. It was easier than I expected. I thought it was pretty clear which meds to hold and which ones to give.	Step 6 Action Plan Overall, I enjoyed the CPE. It helped put in perspective that we will have similar situations in the future in which we as nurses will have to decipher which meds to give and which to hold. The more meds that we get familiar with, the more I realize how important patient education is. Especially for our older patients who may have changes in their level of consciousness.