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Covenant School of Nursing Reflective

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 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? Patients meds were due but had to decide whether to give them or not
- When did it happen?
- Where were you? The nurse
- Who was involved? The nurse and the patient
- What were you doing? Giving meds to the patient however had to decide which meds I was going to give
- What role did you play? The nurse and had to make decisions
- What roles did others play? Educator and advocacy
- What was the result?

Step 2 Feelings

Don't move on to analyzing these yet, simply describe them.

- How were you feeling at the beginning? Very nervous. I felt like as well we knew that if we didn't pass the first time we would get a 75. Additionally, if we didn't get the second attempt it would be a zero.
- What were you thinking at the time? Whether or not I was going to do pass it the first time or must repeat. I think if we have a real-life patient it is much easier for us. I feel like it is more natural.
- How did the event make you feel? I felt fine, however the only thing that cost me time was the IVPB. The event and was happening was clear.
- What did the words or actions of others make you think? I do not think other peoples word and actions made me feel away. However, you could tell all of us were nervous and I think when we saw others nervous it would make others more nervous.
- How did this make you feel? When I did not pass the first time I felt defeat. However, others saying they got warnings made me guess why I wasn't told I had a time watch I could watch or not a heads up.
- How did you feel about the final outcome? Defeat on the first, but on the second a relief.
- What is the most important emotion or feeling you have about the incident?

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 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. personal / patients / colleagues' perspectives?

Step 5 Conclusion

- How could you have made the situation better? I think if I would have trusted my gut and gone along with it. As well as not do so much teaching I could have made time.
- How could others have made the situation better? Seeing the time watch and giving me a heads up when I was almost out of time (other said they were given 5 min warnings). Additionally, with the IVPB I feel as if in those situations we usually never already have our primary tubing. We usually have do all of it such as primary and secondary. I think as well personally having a sheet that is organized for when we must see what meds, a better a layout.
- What could you have done differently? Trust my instinct. Be aware of my time, instead get the meds done instead of so much teaching and creeping.
- What have you learned from this event? That we are not perfect, we mess up and are still students. To trust my instinct and go at a faster time.

Step 6 Action Plan

- What do you think overall about this situation?
- What conclusions can you draw? How do you justify these? That it is important to apply data of the patient to see whether what you should with the patient regarding care.
- With hindsight, would you do something differently next time and why? Yes, be more relaxed and look at the time.
- How can you use the lessons learned from this event in future? That it is important that we looked at everything. If we don't, we can harm our patients
- Can you apply these learnings to other events? Yes.bbbhhhhhhh
- What has this taught you about professional practice? about yourself?
- How will you use this experience to further improve your practice in the future?

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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 Before the scenario, we were given orders from the Doctor. I, the nurse, and two other instructors were in the room. They graded based on safety for my patient.	Step 4 Analysis I used my knowledge in whether what to give or what to hold regarding lab values and vital signs. It was important on the safety of administrating meds and safety of deciding meds to hold or give.
Step 2 Feelings In the beginning, I was nervous. I think that it got to me regarding the grades as well. Additionally, I feel like in SIM it gets more nerve racking due to two people watching every move and you talking to a mannequin. The first time I went I think my brain was all over the place due to the thought of, “what if I don’t get it on the first try”.	Step 5 Conclusion I think going in I should not have let the nerves get to me. Additionally, I should have trusted my stomach regarding the IVPB. As well I should have asked the instructor regarding the time or if I was able to see the clock. The second one went smooth, and I finished way earlier than the last.
Step 3 Evaluation The first time I went I think I was so worried that I was unaware of my time. Additionally, I got from other students that they got 5 minutes. I was unaware that we were getting told that we got a 5-minute time if we still had not finish our scenario. I think additionally, the way we are taught with an IVPB we usually do not only have our main fluids hanging already. When we do IVPB, we usually must prime both. I think with my fluids already hanging it threw me off and I kept looking back at the med chart.	Step 6 Action Plan The overall situation made us nurses think of whether what to give or hold. My patient was not in pain; however, the first time had a fever. I will take this scenario and apply it in my future.