

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.

<p>Step 1 Description A description of the incident, with relevant details. <u>Remember to 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 eg. personal / 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?

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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.

<p>Step 1 Description</p> <p>Today was our module 4 graded CPE, where we had 20 minutes to prep which involved going through the patient chart and writing down any important information we felt was needed, and then had 20 minutes to perform the given scenario. Our role in this was to be the patients nurse and use critical thinking skills to determine the medications that were needed to be administered, while also using critical thinking skills to determine the medications that were supposed to be held.</p>	<p>Step 4 Analysis</p> <p>I was able to apply what we have done in clinical with another nurse to my CPE, especially in the regards of time management. I feel like in module 2 when we did our last CPE my time management was not good, but over the last 8 weeks in clinical I picked up better time management habits and was able to apply that to my CPE.</p>
<p>Step 2 Feelings</p> <p>At the beginning I was defiantly nervous but knew this was nothing new and that we were given all the appropriate information that was needed to be successful. Something that made me feel better going into the scenario was the instructors reminding us that they are not trying to trick us and that this is all stuff we have covered not only in this module, but modules prior. I felt very confident in the final outcome, I felt as if I did very well.</p>	<p>Step 5 Conclusion</p> <p>I don't think I would change anything about my CPE or how CPE was set up. I felt as if I was given all the information I needed to be successful prior to the simulation day and prior to going into the room. If I could change anything, i would change the 20 minutes we had to look at the chart prior to going into the room. I feel as if 20 minutes was way more than enough time, and could have honestly gotten all the information I needed in less than 10 minutes.</p>
<p>Step 3 Evaluation</p> <p>I Think the event went well, I finished everything on time while still making sure to check off all my marks. Something I did very well was time management, I went in the room and as I was talking to the patient I was also making sure all the safety things were in order such as bed rails and call light. I did what I needed to do prior to giving medication, want and got my medication and gave my medications in a very timely matter.</p>	<p>Step 6 Action Plan</p> <p>I do think this CPE will help me in the future, especially when I am no longer in nursing school. This was a really good way to learn how to understand and read orders and make decisions based on patient pain level, vital signs, etc. regarding giving or holding medication.</p>

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