



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. 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"> • 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 (e.g. personnel / 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?

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>I did my safety CPE for module 4 on Monday February 24,2025. I played the nurse role and Mrs. Webster was my patient. I spotted all the safety precautions such as the fall bundle.</p>	<p>Step 4 Analysis</p> <p>Broader issue is patient safety and educating patient about safety and why it is important. Critically thinking about medications that even if it is order we do not necessarily give it if something is not right.</p>
<p>Step 2 Feelings</p> <p>I felt nervous and self doubting myself even before walking to the room. The even made me feel confident in my ability to spot safety and critically think about which medications to administer. It's the most important feeling for me because I was beginning to have imposter syndrome.</p>	<p>Step 5 Conclusion</p> <p>I learned that even though the physician has orders for a medication. We are a last defense to check if it should be given. I could have ADIET more smooth and not nervous so the patient could understand me better.</p>
<p>Step 3 Evaluation</p> <p>Spotting the fall bundle and safety was easy to do. I did well on doing IVPB priming and working the pump. Confidence was difficult but I took a deep breathe and continued on.</p>	<p>Step 6 Action Plan</p> <p>Overall the situation was great and made me critically think more. I would only change the way I started off. I did start off nervous and had a brain fog but as I keep going and breathing it got better. I can apply these teaching as school goes on and at the hospital more. It taught me to be more observant of my patients room.</p>