



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?

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<p>Step 1 Description</p> <p>My patient came into the ER with decreased level of consciousness, nausea, vomiting, and malodourous urine. He received a urinary catheter and is getting IV antibiotics and fluids for treating his urosepsis. When I first assessed the patient, I noticed he had an increased blood pressure, WBC, and low platelet levels. Due to these findings, I administered Lisinopril, Levofloxacin, and held his dose of Clopidogrel.</p>	<p>Step 4 Analysis</p> <p>From previous simulations, I was able to apply experiences in critical thinking to this scenario. From researching the medications beforehand, I was already familiar with the meds I would be teaching and administering to the patient. Issues that could have occurred is administering a medication without considering a patient's current condition. Even though a patient has a daily medication, it is important for the nurse to assess if it should or should not be given. When looking at the patient's lab results and medication parameters, I knew to hold his antiplatelet medication (due to low platelets), and administer his blood pressure med (due to high blood pressure).</p>
<p>Step 2 Feelings</p> <p>In the beginning, I was a bit nervous to see if the patient had any changes in his conditions. So, when I first came in to assess, I wanted to collect subjective data like pain, nausea, etc. But during the event, I felt more confident, since most of the data I needed was given to me prior. I felt prepared, so I was pleased with the final outcome. I think its important to be attentive when assessing the patient, especially when first meeting a new patient.</p>	<p>Step 5 Conclusion</p> <p>I think the scenario went well. If I were to change anything, I would slow down, and think about all the steps when first assessing a new patient and administering medications. Since I did almost administer a medication without scanning it, I would make sure to remember all the steps and safety checks when giving medications.</p>
<p>Step 3 Evaluation</p> <p>I think I did good patient education, when informing my patient on his medications and his disease diagnosis. I think I could have had a better flow when going through the situation, since I tend to rush through. I thought doing the safety checks was easy, since I felt confident ensuring that the patient was safe and comfortable. I was nervous that the patient would have a change in condition, so when I came in and nothing was abnormal, I felt more at ease. I almost forgot to scan the medication before administration, but other than that, everything went well.</p>	<p>Step 6 Action Plan</p> <p>I thought this situation went well. Since I came prepared and had all necessary lab results, I was confident assessing and administering medications. The only thing I would do differently is slow down and ensure I do not miss any steps when it comes to patient safety. In future situations, I can understand the importance of medication safety checks and checking a patient's status before administration. This situation has taught me that a patient's condition needs to be assessed by the nurse, and clinical judgement is always used in professional practice.</p>