



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>At first I received report on my patient with pertinent details to my patient's condition and things that needed to be addressed. I walked into my patients room and noticed things out of place such as the call light being misplaced and the top side rail not being up like it should have been. I was the role of the nurse assessing the patient, Mrs. Heinrich and a module 8 instructor were there to grade my performance, and my patient was there as well.</p>	<p>Step 4 Analysis</p> <p>What I applied from previous lecture or content we have learned is that patient safety is our main priority. I know that if I properly AIDET, use my patient identifiers, identify allergies, perform proper medication administration, identify if my patient is at risk for anything such as a fall risk, and perform my four P's, that I would be upholding the correct safety for my patient. At first I was scared of giving the wrong medication because I wasn't sure of my patients pain and wanted to know if I should treat their pain over their blood pressure. Once I met my patient and asked them to rate their pain, I knew that I was going to treat the BP due to the parameters for the pain medication. I would not have known this had I not applied previous knowledge that pain is subjective data that we must ask our patient and cannot assume.</p>
<p>Step 2 Feelings</p> <p>At first I was extremely nervous because I thought my original plan was going to change due to the patient's condition. I felt like I was overthinking my situation before I even had the chance to meet my patient. I knew I needed to calm down and really use my critical thinking skills as well as my universal competencies to figure out how to correctly go about the situation. I knew that had I followed my flow and met all the criteria I needed to keep the patient safe, I was going to be okay and perform my scenario well.</p>	<p>Step 5 Conclusion</p> <p>What I learned from this event is that not every scenario or interaction with a patient is going to be as planned out as I would like for it to be. I know that I am going to have to think through difficult situations and ultimately keep the patient safe at all times.</p>
<p>Step 3 Evaluation</p> <p>I was very pleased with how calm I was once I entered the room and did everything I needed to assess my patient. I knew exactly what medications I needed to give, and I knew that I needed to hit all of my safety checks upon first entry. Once I had an idea of how my patient was, I was ready to perform proper medication administration and hit my last safety checks before completing my scenario. What went well for me was my flow and my timing of the situation as well as my patient education on the medications being given.</p>	<p>Step 6 Action Plan</p> <p>I thought the overall situation was great. I was extremely grateful that we were able to prepare our scenario and be familiarized with the patient and their background as well as medications before jumping into the scenario. I know that going forward, it is crucial for me to always ask the patient versus assuming, because we ultimately will get most of our answers from our patient. I will take this interaction for future use with patients to remind myself that even when I am worried about what I am doing, if I keep my patient's safety as my number one priority then I am doing my job.</p>