

Covenant School of Nursing Reflective Practice



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.

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| <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' perspectives? |
| <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.

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| <p>Step 1 Description</p> <p>During my CPE, I dropped my glove, did a focused assessment and another run through of the meds I had already picked during the prep period that was allotted to us.</p> | <p>Step 4 Analysis</p> <p>I think the impact of different perspectives is positive and constructive. My instructor pointed out the exact moment she thought I began to doubt myself and for me, this is gold because it confirms that I know what I'm doing. Now just a little more confidence is what i have to work on.</p> |
| <p>Step 2 Feelings</p> <p>When I dropped the glove, initially i felt hesitation as to what to do next. When I did the focused assessment on the GU, I remembered it had already been done for me, but it was too late. I was in too deep and I had to follow through. I felt a little anxious after the realization. Kind of threw me off and when I went out to get the patients meds, I felt i needed to double check everything at this point.</p> | <p>Step 5 Conclusion</p> <p>I think I could have made the situation better by studying the patient education on the meds a little more. I would like to explain things clearly to a patient and their families better when it comes to their treatment plan and what may be going on with them.</p> |
| <p>Step 3 Evaluation</p> <p>I think the most difficult thing was just getting over the nervousness of getting something wrong, or doing something to the point of no return. The easiest thing for me was remembering how to program the pump for the piggyback.</p> | <p>Step 6 Action Plan</p> <p>With hindsight, I'd try to just be a little more confident and trust that my knowledge and skills are as good as anyone else on this level. I will use this experience in the future to improve my skills in patient education and also time management.</p> |