



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><b>Step 1 Description</b>                  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"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• Where were you?</li> <li>• Who was involved?</li> <li>• What were you doing?</li> <li>• What role did you play?</li> <li>• What roles did others play?</li> <li>• What was the result?</li> </ul>	<p><b>Step 4 Analysis</b></p> <ul style="list-style-type: none"> <li>• What can you apply to this situation from your previous knowledge, studies or research?</li> <li>• What recent evidence is in the literature surrounding this situation, if any?</li> <li>• Which theories or bodies of knowledge are relevant to the situation – and in what ways?</li> <li>• What broader issues arise from this event?</li> <li>• What sense can you make of the situation?</li> <li>• What was really going on?</li> <li>• Were other people's experiences similar or different in important ways?</li> <li>• What is the impact of different perspectives (e.g. personnel / patients / colleagues)?</li> </ul>
<p><b>Step 2 Feelings</b>                  Don't move on to analyzing these yet, simply describe them.</p> <ul style="list-style-type: none"> <li>• How were you feeling at the beginning?</li> <li>• What were you thinking at the time?</li> <li>• How did the event make you feel?</li> <li>• What did the words or actions of others make you think?</li> <li>• How did this make you feel?</li> <li>• How did you feel about the final outcome?</li> <li>• What is the most important emotion or feeling you have about the incident?</li> <li>• Why is this the most important feeling?</li> </ul>	<p><b>Step 5 Conclusion</b></p> <ul style="list-style-type: none"> <li>• How could you have made the situation better?</li> <li>• How could others have made the situation better?</li> <li>• What could you have done differently?</li> <li>• What have you learned from this event?</li> </ul>
<p><b>Step 3 Evaluation</b></p> <ul style="list-style-type: none"> <li>• What was good about the event?</li> <li>• What was bad?</li> <li>• What was easy?</li> <li>• What was difficult?</li> <li>• What went well?</li> <li>• What did you do well?</li> <li>• What did others do well?</li> <li>• Did you expect a different outcome? If so, why?</li> <li>• What went wrong, or not as expected? Why?</li> <li>• How did you contribute?</li> </ul>	<p><b>Step 6 Action Plan</b></p> <ul style="list-style-type: none"> <li>• What do you think overall about this situation?</li> <li>• What conclusions can you draw? How do you justify these?</li> <li>• With hindsight, would you do something differently next time and why?</li> <li>• How can you use the lessons learned from this event in future?</li> <li>• Can you apply these learnings to other events?</li> <li>• What has this taught you about professional practice? about yourself?</li> <li>• How will you use this experience to further improve your practice in the future?</li> </ul>

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><b>Step 1 Description</b></p> <p>In my clinical practice, I was caring for a patient with sepsis who had a catheter in place. The patient was receiving levofloxacin for a bacterial infection and clopidogrel to prevent blood clots. My main goals were to make sure the patient was safe and to give the medications correctly. I prepared and gave the medications both by mouth and as anIVPB. I also made sure the medication tray was clean, did hand hygiene, and double-checked the medications three times. The EMAR (electronic medication administration record) was having some issues, but I was still able to follow the right steps. Everything went well, except I almost forgot to check the catheter, but I realized it later and checked it as soon as I could.</p>	<p><b>Step 4 Analysis</b></p> <p>From my studies, I know that patient safety and infection control are critical, so I made sure to wash my hands and follow proper medication procedures. I also followed the rule of doing three medication checks, which is recommended in current research. Theories like patient safety and quality care were important in guiding my actions. One important lesson was the need for good communication and teamwork in clinical settings, which I saw throughout this scenario. While I focused on getting the steps right, I also thought about how my professors made sure I was following protocols and providing safe care. Everyone had their own perspective, and we all contributed to the patient's care.</p>
<p><b>Step 2 Feelings</b></p> <p>At the start of the scenario, I was nervous as expected and was just scared to miss something critical. However, I reminded myself that I had practiced and was prepared. Having a professor I was familiar with helped calm my nerves. As the scenario went on, I felt more confident. I was focused on keeping the patient safe and following all the steps correctly. By the end, I felt really good about how it went. The most important feeling for me was a sense of accomplishment because, even though I was nervous, I managed everything well and provided good care.</p>	<p><b>Step 5 Conclusion</b></p> <p>Looking back, I feel I did well overall, but I could have improved by remembering to check the catheter during the first patient assessment. This is something I'll make sure to do in the future. I also learned the importance of being systematic and careful in all my assessments, no matter how simple they might seem. This experience helped me realize that I can trust my training and knowledge. I was nervous at first, but I was able to handle the situation well.</p>
<p><b>Step 3 Evaluation</b></p> <p>What went well was my communication with the patient and my professors, and the way I followed the steps for giving medications and checking everything. The flow was mostly smooth, although the EMAR had some issues, which made me a little anxious and threw me off for a moment. But overall, the care I provided was safe and effective. What could have gone better was remembering to check the catheter at the start. I forgot at first, but I caught it later, so it wasn't a huge problem. I think the scenario went well overall because I was prepared and focused on what needed to be done.</p>	<p><b>Step 6 Action Plan</b></p> <p>This experience taught me a lot. I feel my professors have done a great job of preparing me for real-life situations. In the future, I'll work on being more confident in my skills and knowledge. Next time, I will remember to check the catheter during the initial assessment to ensure I don't miss anything important. I've learned that reflection and feedback are key to improving as a nurse. I'll carry these lessons forward, both in clinical settings and in my overall practice. This experience showed me how important it is to always learn and improve in my professional role.</p>