



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>Step 1 Description</p> <p>During my skills checkoff, I cared for an older male patient who was confused and had an infection from a pressure injury. The infection developed because the patient was immobile and unable to care for the wound himself. I was responsible for administering acetaminophen (Tylenol) to help manage his fever and levofloxacin for his infection. I maintained patient safety, completed all universal competencies (hand hygiene, identification, communication, safety checks, patient rights), and ensured medications were given according to the MAR. The result was that the patient tolerated the medications without complications, and I completed the skills successfully.</p>	<p>Step 4 Analysis</p> <p>From my studies, I was able to apply knowledge about safe medication administration, infection control, and patient-centered communication. Evidence supports that clear communication and patient education are key even when patients are confused, as it promotes trust and cooperation. Knowledge of pressure injuries reminded me how immobility and lack of care can quickly lead to infection. This situation reinforced the importance of intervention with antibiotics like levofloxacin and supportive medications like acetaminophen to control fever and discomfort.</p>
<p>Step 2 Feelings</p> <p>At the beginning, I felt very nervous because this was a graded skills checkoff, but I also felt prepared from my studying and practice. While giving the medications, I was focused and careful to follow the proper steps. The patient was stated to have confusion so it was important for me to have patience and clear communication, which made me slow down and explain each step more simply. When I finished, I felt proud of myself and reassured that I was able to complete the skills while trying to stay cool under pressure.</p>	<p>Step 5 Conclusion</p> <p>I could have made the situation better by using more therapeutic communication to reassure the patient, even though he was confused. I learned that preparation and practice greatly reduce stress, and that maintaining universal competencies ensures safety and accuracy. This event reinforced that I am capable of performing under pressure and that confidence grows through practice!!</p>
<p>Step 3 Evaluation</p> <p>What went well was that I remembered each step of the medication administration process, maintained safety, and correctly identified the patient despite his confusion. Administering oral medications and the IVPB Abx was straightforward and went smoothly. The most difficult part was ensuring he understood what was happening despite his confusion. Overall, I did well in maintaining patient safety and infection control, and the outcome was one that I am satisfied with.</p>	<p>Step 6 Action Plan</p> <p>Overall, this experience taught me the importance of staying calm, following proper steps, and adapting communication to a patient's needs. In the future, I will use these lessons in both skills checkoffs and clinical settings to improve my confidence, patient safety, and therapeutic communication. This experience helped me grow as a student nurse and showed me I can use my knowledge and skills to care for a patient well.</p>