



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                      eg. 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>

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 12/04/25 for CPE 12/01/25

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>My role as caregiver for this patient, an elderly gentleman with an advanced UTI. Ensuring his environment was safe and helping him understand why he was in the hospital was a key factor.</p> <p>Ensuring safety, such as raising the top bed rail and ensuring his call light was at hand all lend a hand in ensuring his comfort and safety</p>	<p><b>Step 4 Analysis</b></p> <p>This simulation was a progressive application of patient awareness and assessment for more than just the physical aspects. It included timely and safe medication administration in different routes and educational needs for the patient. This was also another lesson in time management while performing necessary patient care.</p> <p>Each instructor has given guidance in the different approaches that can be taken to provide good care while managing time for all our patients.</p>
<p><b>Step 2 Feelings</b></p> <p>I was nervous about making sure that I complete all the steps correctly that I fumbled during standard processes such as scanning the patient's arm band for the mar to populate.</p> <p>This is something that I haven't missed in clinical practice and seems to flow more naturally in a real patient care situation.</p> <p>I want to ensure that I present confidence and proper technique with any interaction with a patient as they will trust and be reassured if I am.</p>	<p><b>Step 5 Conclusion</b></p> <p>I could have scheduled more practice time in the SIM lab to work with the medication dispensing system to ensure I had the steps down properly. Practice and repetition make these tasks and knowledge stronger and easier to access when needed.</p>
<p><b>Step 3 Evaluation</b></p> <p>As with previous CPE experiences, my nervousness made me a bit scattered and anxious. This causes me to ramble a bit and take a bit longer than necessary to complete some tasks.</p> <p>This time, I was able to better use my time and communication with the patient. I was able to carry on a conversation, ask pertinent questions and make changes needed to ensure the safety of the patient at the same time.</p>	<p><b>Step 6 Action Plan</b></p> <p>The big lesson that I learned is to recognize that there will always be equipment that doesn't work or a information that wasn't received. It is how I approach these situations, being flexible and thinking through other options with confidence is key. Being able to pivot, or stop, review and even restart will ensure a safe and proper process and care of the patient.</p>