



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?

Cameron Cloud

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>An 84-year-old male came to the hospital with delirium and urosepsis. I was the nurse taking care of him. I administered medications he needed.</p>	<p>Step 4 Analysis</p> <p>I was able to understand that this patient was elderly and typically they present with delirium when they have a UTI or any kind of sepsis. Orem's self care deficit nursing theory focuses on rehabilitating an elderly patient and making sure they know how to prevent this situation from happening again. If we don't properly teach this patient how to prevent this from happening again, he may develop the same infection again and will be right back in the hospital.</p>
<p>Step 2 Feelings</p> <p>I felt sad for the patient because he was old and didn't know where he was. I was thinking about what meds I needed to administer for him to get better. I felt good about the final outcome because I know when he finishes the antibiotics his delirium will go away.</p>	<p>Step 5 Conclusion</p> <p>I don't feel like I could have made the situation better right then. By administering the antibiotics needed and checking on the patient regularly to do neuro assessments is all I can do at that moment. I learned that checking vitals before administering meds is crucial to the patient's well being, because his blood pressure was already low.</p>
<p>Step 3 Evaluation</p> <p>The good things about this event is that we are able to treat the patient with antibiotics to help him regain his cognitive abilities. It was easy giving the patient his medication because he was compliant. I contributed by assessing the patient and administered the correct medicine based on his vitals and current state.</p>	<p>Step 6 Action Plan</p> <p>In this this was a good situation to learn about how an elderly patient can present with delirium while they have an infection and how to monitor them closely. I will be able to use the lessons from this in the clinical setting when assessing patients who present with the same symptoms. In the future this situation improved my confidence because I was able to recognize the problem with the patient and gave the medication after checking everything I needed to without being confused.</p>