



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?

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>I did morning med pass on my patient who was there for infection (in the sim lab). I was observed by my instructor, Mrs. Heinrich during the scenario as I completed my med pass and safety tasks successfully.</p>	<p>Step 4 Analysis</p> <p>What I can apply to this situation is that I shouldn't get so nervous in sim with a mannequin because when it comes to real life and real patient, I do just fine. I think it's just me putting so much pressure on myself. Problems that could arise could be me missing something in the patients care plan or teaching because of my fear of messing up.</p>
<p>Step 2 Feelings</p> <p>At the beginning, I was pretty nervous. Even though I feel comfortable in my skills because I get a lot of opportunities to practice at clinical, its nerve wrecking because its for a grade, not just practice. I try to calm myself before the scenario, but my nerves come over me as it begins and as I begin to realize that if I mess it up it can cost me a grade. I was proud about the final outcome of passing because it meant I did it right and I don't have to worry about repeating this again. The most important feeling I had was pride in myself. I knew that I took my time, did everything right the first time, and I did not run out if time. I didn't have a nurse with me like we do in clinical for me to turn to and ask questions. For this, IM the nurse, and for me to be able to do med pass and determine what to give the patient all by myself was a prideful feeling I did not expect.</p>	<p>Step 5 Conclusion</p> <p>I think it would benefit me to write down what the patient needs before leaving the room, so I don't forget. I know the school has a time limit on place for a reason, but I kind of wish it was 25 minutes or something like that. What I learned is that trusting my instincts works out way better than not.</p>
<p>Step 3 Evaluation</p> <p>Good- I didn't second guess myself on what to give the patient. I felt confident in my knowledge of medication administration and education, and I did just that with little to no hesitation.</p> <p>Bad- When I first entered the room and did my AIDET, the patient said they were in pain, which meant I needed to add pain meds to my list. After I then gathered everything and went back into the room, I forgot the pain meds, so I had to exit to retrieve them and then reenter the room. I was just a little annoyed at myself because I have such a forgetful mind sometimes.</p>	<p>Step 6 Action Plan</p> <p>This scenario gives me a more structured plan together for the patient. Moving forward, I think this will help me be more organized in my planning for my patients as well as the daily tasks. What I took away is that this scenario is good practice and the instructors are truly there to help us succeed in the best way possible.</p>