

Covenant School of Nursing Reflective Practice



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 on page 2, document each step in the cycle. The suggestions in each of the boxes may be used for guidance but you are not required to answer every question. 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 experience, with relevant details. <u>Remember to 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 eg. personal / patients / colleagues' perspectives?
<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?

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Instructional Module: 2

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Use this template to complete the Reflective Practice documentation. Use only the space provided. Information that is not visible is lost.

<p>Step 1 Description</p> <p>While working on S5 I was on my way to take a soda to the patient at the end of the hallway. On the way, I encountered a family member about halfway down the hallway who was crying. Her mom had just come back from surgery and the nurses were in the room checking on her. The door to the room was closed. I asked the lady why she was crying and she looked at me and seemed angry. So I went on down the hall and gave the patient the soda. When I was walking back to the nurse's desk, I saw the lady again and she had stopped crying but looked really sad but she seemed OK. I continued on to the nurse's desk. Later I found out that her mom had been in the PACU for longer than expected and that they thought she might have had a stroke.</p>	<p>Step 4 Analysis</p> <p>After thinking about the situation, I wondered if maybe it was something I said or how I said it. I want to help people in many ways besides just giving medications or taking sodas to them. I went back and looked at my ATI Therapeutic communication module again. I really felt helpless so I decided to try to look at communication skills. After I reviewed the module, I thought about how I had approached her and the question I had asked. Then I remembered that you have to be careful starting a question with "Why" because it might sound judgmental. The nurses are always asking patient questions but I never really paid attention to how they were asking them. It seems that nurses are in a perfect position to be helpful to families when they need support but we are just so busy with other things. And now I have to figure out how to ask questions so that patients don't get offended.</p>
<p>Step 2 Feelings</p> <p>When I first saw the lady, I was worried about her because she was crying. I know my job as a nurse is to care for people in a lot of ways. When I stopped and asked her what was wrong, I was surprised that she seemed to be angry at me. I was only trying to help and didn't deserve that. I felt kind of bad just walking off but I had other things to do and my patient was waiting for his soda so he could have his lunch. When I came back and she wasn't crying I thought that she had probably worked out whatever was bothering her and settled down. She didn't want my help the first time so I didn't feel like I should ask for more bad treatment from her. After I found out that they thought her mom might have had a stroke I felt bad about not stopping on the way back. That would be so sad to have a mom that was healthy before her simple surgery and then came back with brain damage.</p>	<p>Step 5 Conclusion</p> <p>Having thought about it and written down this information, I know that I may have asked to help her in the wrong way. Maybe the "Why are you crying" came across as demanding or uncaring or maybe she thought I was judging her for crying in the hallway. I did have the soda and probably looked like I was in a hurry. The ATI video talked about therapeutic questions vs non-therapeutic. I now understand that people in hospitals, whether patient or family member, are frightened and maybe feel like they don't know what to do. So how you communicate with them is essential. Even saying "Why" in a kind voice might seem callous to a distraught family member.</p>
<p>Step 3 Evaluation</p> <p>It was hard for me to understand why she had been mad at me when I was just trying to help. I'm in this profession to help people. I was kind when I asked her and I tried not to let her know that I was in a hurry and had other things to do. When she got mad, I didn't know what else to do, so I just walked away. Then when I found out about her mom's stroke I didn't know whether I should go back and try to speak to her again or just leave well enough alone. Her mom's nurse seemed to have everything taken care of so I just went on with my day.</p>	<p>Step 6 Action Plan</p> <p>I'm going to remember this incident and from now on be aware of the words I use when I am trying to help. Instead of saying "Why" I'm going to say something like - "How can I help you?" or "Is there anything I can do for you?" When I have more time, I'll look for some more classes on communication because I now understand how important it is. Not only in this situation but in every healthcare situation. I know communicating with doctors won't be easy so I'll need to work on that. I also noticed that the charge nurse on my floor seems to really be liked and sought out by both patients and family members. I think I'll observe her next week and see what she does when she talks to people.</p>