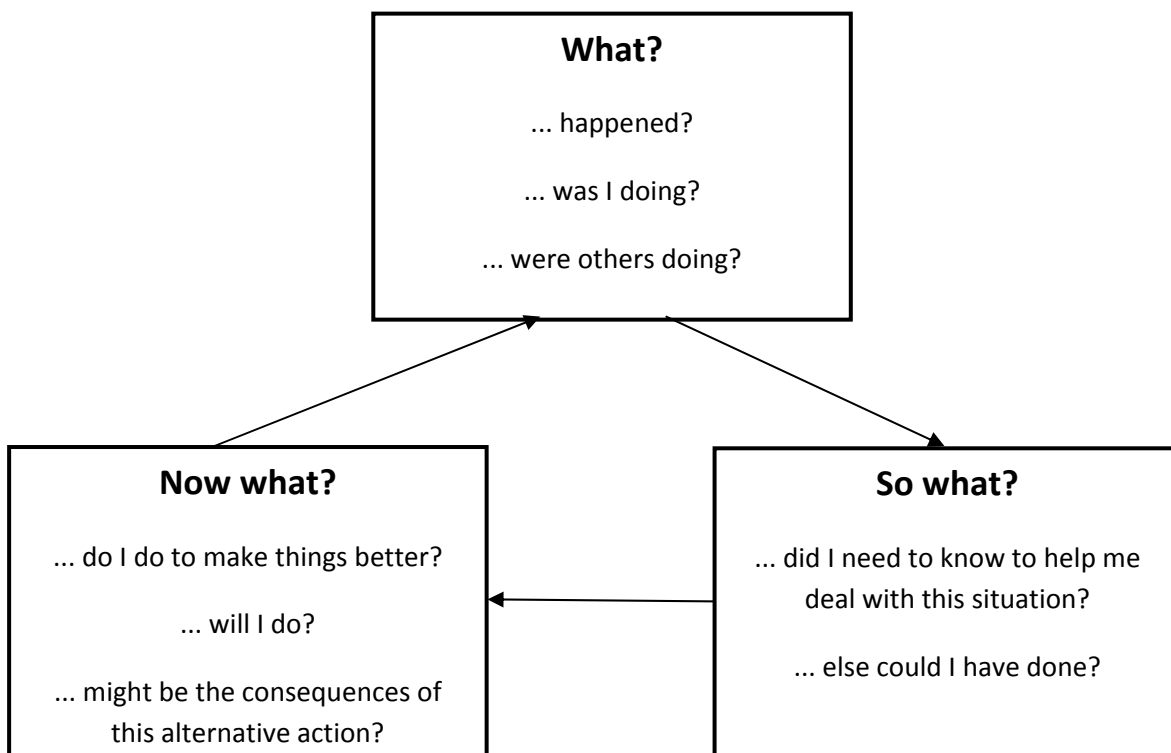


## Tool for reflection

This tool has been developed by the BDA as an aid to support reflection and is based on a framework developed by Rolfe et al.

Learning through reflection is more meaningful if you go through a structured process. There are a number of models which aid the reflective process. Some examples of models you might want to look at further are: Borton (1970), Gibbs (1998), Schon (1983) Rolfe et al (2001).

Borton developed a model of reflection based on three questions:



Rolfe et al further developed Borton's model and developed a framework for use in clinical practice.

## Tool for Reflection

What?	So what?	Now what?
Description stage of reflection	Theory and knowledge building stage of reflection	Action-oriented stage of reflection
<p><b>What</b> is the</p> <ul style="list-style-type: none"> <li>• Situation</li> <li>• Event</li> <li>• Problem/ difficulty</li> <li>• Reason for being stuck</li> <li>• Reason we don't get on</li> <li>• <i>etc</i></li> </ul> <p><b>What</b> was my role in the situation?</p> <p><b>What</b> was I trying to achieve?</p> <p><b>What</b> actions did I take?</p> <p><b>What</b> was the response of others?</p> <p><b>What</b> were the consequences</p> <ul style="list-style-type: none"> <li>• for my patient</li> <li>• for myself</li> <li>• for the client</li> <li>• for the student</li> <li>• <i>etc</i></li> </ul> <p>For others <b>what</b> feelings did it invoke</p> <ul style="list-style-type: none"> <li>• in my patient/client?</li> <li>• in myself?</li> <li>• in others?</li> </ul> <p><b>What</b> was good/bad about the experience?</p>	<p><b>So what</b> does this tell me / teach me/ imply/ mean about</p> <ul style="list-style-type: none"> <li>• me</li> <li>• my patient/client</li> <li>• my student</li> <li>• others</li> <li>• our relationship</li> <li>• my patient's/client's care</li> <li>• my service</li> <li>• the model of care I am using</li> <li>• my attitudes</li> <li>• <i>etc</i></li> </ul> <p><b>So what</b> was going through my mind as I reacted?</p> <p><b>So what</b> did I base my actions on?</p> <p><b>So what</b> other knowledge can I bring to the situation?</p> <p><b>So what</b> could be done to make it better?</p> <p><b>So what</b> is my new understanding of the situation?</p> <p><b>So what</b> broader issues arise from the situation?</p>	<p><b>Now what</b> do I need to do in order to</p> <ul style="list-style-type: none"> <li>• make things better</li> <li>• stop being stuck</li> <li>• improve my patient's care</li> <li>• resolve the situation</li> <li>• feel better</li> <li>• get on better</li> <li>• improve my effectiveness</li> <li>• <i>etc</i></li> </ul> <p><b>Now what</b> broader issues need to be considered if this action is to be successful?</p> <p><b>Now what</b> might be the consequences?</p> <p style="text-align: right;">Adapted from Rolfe et al (2001)</p>

## **Suggested Further Reading**

Borton, T. (1970) *Reach, Touch and Teach*. London: Hutchinson.

Gibbs (1998) in: *RCN Realising Clinical effectiveness and Clinical Governance through Clinical Supervision Practitioner book 1*, RCN Institute, Radcliffe Medical Press: Oxford.

Rolfe, G., Freshwater, D., & Jasper, M. (2001) *Critical reflection for nurses and the caring professions: A users guide*. Basingstoke: Palgrave.

Schon D. A. (1983) *The reflective practitioner: how professions think in action*: Basic books, London: Temple Smith.