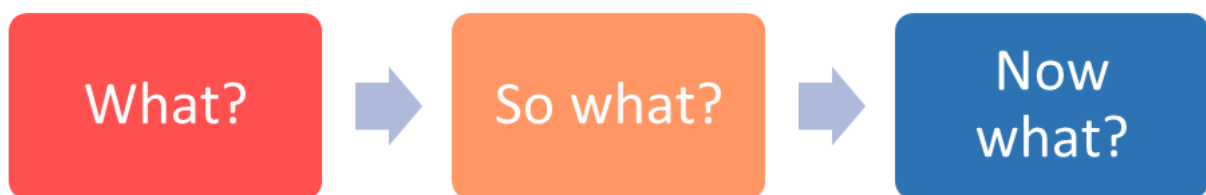


301 Academic Skills Resource: Models of Reflection

‘What?’ Model of Structured Reflection (Driscoll, 1994, 2007)

This is one of the simplest models for reflective writing. While it was originally designed for reflecting on medical practice, it can be used for any kind of reflective writing. It is memorable and thus useful for reflecting on-the-go in practice-based disciplines.



- **What?** What happened, how did you react, and what did you do in response? If relevant to explaining your response, how did others who were involved respond? For an accurate record of the event, try to write this as soon as you can afterwards.
- **So what?** How did you feel, and were these feelings similar/different to others who were involved? This is your raw data that needs to be immediate and authentic. If you think back later on it is unlikely that you will be able to remember your emotional response. How do you feel now - do you feel similarly/differently?

What effect did your response and actions have, and what positive and negative observations have you made about your practice as a result of the event (both in practice and through the process of reflection?) Did you benefit from any observations or feedback from others involved in the event?

- **Now what?** What are the implications of the event for you and others involved - what have you learned, and what conclusions do you draw from the event? Is there literature that can help you to understand your experience? Looking forward, how could you change your approach if you faced a similar situation in the future? What do you need to make these changes, and where could you find more information to deal with the situation? What difference would these actions make? Where will you start with making these changes? How will you measure your progress?

J. Driscoll (1994), 'Reflective practice for practise', *Senior Nurse*, 14(1), pp.47-50.

J. Driscoll (2007), *Practising Clinical Supervision*. 2nd edn. Amsterdam: Elsevier.