

## Johns' Model of Structured Reflection (Johns, 20013, 2010, 1998)

- 1) HOME the mind to focus on the experience [Aware of breath and stillness]
- 2) Write, draw, or act out the experience [pay attention to detail: smells, sounds, sights]

### Reflect on ME

- How was I feeling?
- What was I trying to achieve?
- Did I respond effectively and in tune with my values? [What are my values?]
- What were the consequences of my actions?

### Reflect on OTHERS

- How were others feeling?
- What made them feel that way?

### Return to ME

- What factors influenced the way I was feeling, thinking or responding?
- What knowledge did or could have informed me?
- To what extent did I act for the best?
- How does the situation connect with previous ones? [awareness of habitual patterns]

- 3) MY Future Practice: [Forward thinking cues]:
  - What insights do I draw from this experience? [How can I frame them as learning outcomes – see Johns Framing Insights Model]
  - How might I respond more effectively given this situation again?
  - What would be the consequence of alternative actions?
- 4) Looking After ME [preventing burnout]:
  - How do I feel now about the experience?
  - Am I now able to support myself and others better as a consequence?

Adapted from Johns (2013) Model of Structured Reflection

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### **Rolfe *et al.*'s (2001) reflective model**

Rolfe *et al.*'s (2001) reflective model is based upon three simple questions: What? So what? Now what? Below is a list of questions that you may choose to answer in response to the three elements.

#### **What?**

- ... is the problem/difficulty/ reason for being stuck/reason for feeling bad/reason we don't get on?
- ... was my role in the situation?
- ... was I trying to achieve?
- ... actions did I take?
- ... was the response of others?
- ... were the consequences for the student? Myself? Others?
- ... feelings did it evoke in the student? Myself? Others?
- ... was good/bad about the experience?

#### **So what?**

- ... does this tell me/teach me/imply/mean about me/my class/others/our relationship/my patient's care/the model of care I am using/my attitudes/my patient's attitudes?
- ... was going through my mind as I acted?
- ... did I base my actions on?
- ... other knowledge can I bring to the situation?
- ... could/should I have done to make it better?
- ... is my new understanding of the situation?
- ... broader issues arise from the situation?

#### **Now what?**

- ... do I need to do in order to make things better/stop being stuck/improve my teaching/resolve the situation/feel better/get on better/etc., etc.?
- ... broader issues need to be considered if this action is to be successful?
- ... might be the consequences of this action?

Adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001) *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.

## Gibbs Reflective Cycle (1988)

