



REFLECTION GUIDE

This resource guides Occupational Therapists to engage in meaningful reflective practice, answering: “**What? So what? Now what?**”

Use the following writing prompts when composing your **Initial Reflection** after setting each goal:

<i>What?</i>	<i>So what?</i>	<i>Now what?</i>
Describe the situation to be learned from	Explore the implications of the learning experience	Describe how you expect to apply your learning
Why did you select your goal? What is the context, background, or situation that inspired your goal?	Why is your goal important, meaningful, and/or relevant to your practice? How is your goal related to the competency you identified?	What is the anticipated impact of achieving your goal? How do you expect your selected learning activities/resources to develop your skills, attitudes, and/or judgments in practice?

Use the following writing prompts when composing your **Evaluation Reflection** after completing each goal:

<i>What?</i>	<i>So what?</i>	<i>Now what?</i>
Describe the result of the learning experience	Explore the impact of the learning experience	Describe how you plan to apply your learning
What did you accomplish? What skills, attitudes, and/or judgments did you develop?	How has completing your goal impacted your practice? How has completing your goal enhanced your competence with respect to the domain and competency you selected?	How will you use your learning in your future practice? As you worked through your goal, did you identify any other areas for future learning or further development?



REFLECTION GUIDE- EXAMPLES

Let's develop quality reflections based on the last example of the SMART Goal Guide and the SMART Goal Worksheet (Completed Example):

By September 30th, 2026, I will improve my skill and confidence in conducting wheelchair assessments as demonstrated by completing one certified seating and mobility course, shadowing at least one complex seating assessment with a senior OT, and independently completing at least two assessments using the standardized checklist. My improvement will be measured through supervision feedback and self-reflection notes.

Example of an **Initial Reflection** that needs further development (and why):

I set this goal because I am interested in wheelchair seating and there is a course I want to attend. I am motivated to improve my assessment skills, which will also help me feel more confident in conducting assessments.

- *Issues:* Only addresses why the goal was selected; does not explore the implications of the learning experience, how the learning will be applied, or relation to the competency

Strengthening this reflection using the provided writing prompts and “**What? So what? Now what?**”:

What? I selected this goal after identifying that improved confidence and skill in conducting wheelchair assessments would be an asset in my clinical practice. Seating assessment is part of my new employment role, and my hands-on experience with complex wheelchair assessments has been limited to date. Currently, I rely on senior clinicians for guidance when assessing clients who have complex mobility and seating needs.

So what? This goal is important and relevant to my practice because wheelchair and seating assessments inform equipment prescription that directly affects client safety, comfort, and functional participation. Thorough assessment and appropriate equipment recommendations can contribute to positive outcomes such as improved independence, comfort, and pressure management. Strengthening my competence in this area is therefore essential to providing care that optimally meets my clients' needs, which aligns with the competency indicator D 1.4: “Ensure that skills are adequate to meet practice needs”.

Now what? Completing a certified seating and mobility course will strengthen my theoretical knowledge, while shadowing a senior occupational therapist during a complex assessment will enhance my clinical reasoning and practical understanding. Independently completing assessments using a standardized checklist will support the translation of learning into consistent and safe practice. I expect achieving this goal will increase my confidence and independence in conducting wheelchair assessments, improve the quality of my clinical reasoning, and reduce reliance on senior clinicians. Supervision feedback and self-reflection will help me evaluate progress, consolidate learning, and identify areas for further growth.



REFLECTION GUIDE- EXAMPLES

Example of an **Evaluation Reflection** that needs further development (and why):

I am glad I was able to achieve this goal. I learned a lot from the course and from shadowing a senior OT. I am glad I feel more comfortable conducting wheelchair assessments now. I feel excited to continue expanding my skills in this area.

- *Issues:* Vaguely addresses goal achievement without detail about what was learned or developed; impact on practice is missing; future application lacks detail and does not identify areas for future learning; relation to domain/competency is absent

Strengthening this reflection using the provided writing prompts and “**What? So what? Now what?**”:

What? I achieved my goal, as both supervision feedback and self-reflection confirmed measurable improvement in my skill and confidence in conducting wheelchair assessments. The course, shadowing opportunity, and independent practice all helped me develop stronger technical skills in postural assessment, pressure management, and equipment selection. I also now feel more confident in my clinical reasoning and judgment, and I approach new assessments with less apprehension.

So what? Using a standardized checklist has enhanced the consistency and thoroughness of my assessments. My confidence continues to increase with practice, allowing me to lead assessments more independently and clearly communicate clinical reasoning to clients, caregivers, and team members. Completing this goal positively impacted my practice by increasing efficiency, reducing reliance on senior clinicians, and improving my ability to identify and manage risks related to seating and mobility. I am now better able to engage clients in shared decision-making and provide well-justified, client-centred recommendations. Achieving this goal directly reflects enhanced competency related to D1.4: “Ensure that skills are adequate to meet practice needs”. Wheelchair assessments are a core responsibility in my role, and this focused learning process has enhanced my skills in independently conducting more complex assessments. Feedback from supervision indicated improved assessment process, documentation, and clinical justification.

Now what? I will continue to apply the standardized checklist in future assessments and seek consultation for complex cases. This experience also highlighted topics for further learning, including advanced seating systems, power mobility assessments, and funding processes. Ongoing education and resources in these areas will help ensure my practice remains safe, effective, and responsive to client needs.