



Module Responsible:

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M11 - Professional Acting in Health Sports - Reflective paper information Sheet

Assessment:

A reflective paper that holistically describes your experiences and expectations throughout the M11 **S1** (Physical Training in Health Groups) sessions.

Aim:

The main aim of this reflective paper is to incorporate your experiences, expectations and how you would/could look to implement this into practice with health populations. Moreover, you should aim to incorporate **TWO** M11 **S1** classes into the reflection and compare/relate the experiences.

Example:

The portfolio should begin with a chosen reflective cycle. There are many different ways/methods to reflect. However, for good practice, students should aim to use an established reflective cycle. One example is the Gibbs Cycle (Gibbs G, 1988. Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford). Short example of Gibbs' reflective cycle (example provided from <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>):

- **Describe:** In a group work assignment, we divided sections according to people's strengths. When we tried to piece the assignment together it was written in different styles and therefore we had to spend time rewriting it.
- **Feelings:** I thought our plan would work and felt good about it. When we had to rewrite it, I felt frustrated.
- **Evaluation:** The process of dividing sections went well. However, it didn't work not having foreseen/planned rewriting the sections for coherence and writing styles.

- **Analysis:** Dividing work according to individual strengths is useful. Belbin's team roles (2010) would suggest something similar. I have done it before and it seems to work well. The reason piecing work together didn't work was we had no plan for what it needed to look like. We were so focused on finishing quickly that no one would raise a concern. The last part can be explained by 'groupthink' (e.g. Jarvis, 1991), where members of a group make a suboptimal decision because individuals are afraid of challenging the consensus.
- **Conclusion:** I learned that using people's strengths is efficient. Moreover, planning how we want the work to look, before we go off on our own is helpful. Lastly, I will remember the dangers of groupthink, and what the theory suggests to look out for.
- **Action plan:** I will use Belbin's team roles to divide group work in the future. Moreover, I will suggest writing one section together before we do our own work, so we can mirror that in our own writing. Finally, I will speak my mind when I have concerns, by remembering it can benefit the outcome.

Following the introduction of the Reflective Cycle, continue by completing all of the individual elements of the reflective cycle incorporating the **TWO** chosen **S1** classes. Within each element (when possible) use literature to reinforce your arguments and reflection. An example could include:

- Introduction/Description of the Gibbs Cycle (1998)
- Each element of the cycle (within each linking for example, how an **S1** class [Elderly patients] combined with another **S1** class [Psychiatric patients] could be related and how the expectations and feelings of the classes may help for future endeavours)
- Conclusion, final thoughts and interpretation of your expectations and results of the classes.

Expectations:

- The portfolio should be 5-pages in length, this does not include a bibliography, figures and tables (however, figures and tables are highly encouraged).
- The students should use and refer to a "validated" and "recommended" reflective cycle (for example, the Gibbs Cycle, 1998).
- Written in good English and scientific language, APA style and including literature (this is a combination between scientific writing and a reflection. Therefore, the style should conform to this).
- Should contain all relevant subheadings (for example; Introduction, Reflective cycle explanation (*your chosen reflective cycle*), Each Element of the Reflective Cycle, Conclusions).
- Students should clearly demonstrate their understanding of how to relate scientific theory, their professional acting and their endeavours throughout the classes to practice in health environments.