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M11 – Professional Acting in Health Sports

Final Reflective Paper: Information Sheet & Guidelines

1. At a glance

Your assessment for Module 11 is a **reflective paper**. It reflects on your experiences across **two of the S1 classes** together and considering how the experiences relate to, contrast with, and build on one another.

- **Focus:** link TWO S1 classes (e.g. two different health populations) and compare / relate them.
- **Length:** 5 pages (excluding title page, reference list, figures and tables — figures and tables encouraged).
- **Style:** professional, theory-informed reflective writing; APA 7th edition; supported by literature.
- **Method:** structured around an established, validated reflective cycle (see Section 4).

2. Aim and focus

The aim is to reflect, in a **professional and structured way**, on what you expected and experienced across two S1 health-population classes and, crucially, on how the two **relate to and build on one another**. The reflection should help you lay the foundation for how to work with and train **different populations** in health settings.

This is a **professional reflection, not a “dear diary”**. You are not simply recounting events: you are making sense of them, analysing your experiences, linking them to theory and evidence, comparing the two classes, and drawing out lessons for future practice. Self-critique is also an important aspect of self reflection.

You must bring **two** S1 classes into the paper and genuinely compare or relate them (for example, working with elderly versus psychiatric populations), rather than treating each in isolation.

3. What a professional reflection is and is not

A professional reflection IS	A professional reflection is NOT
✓ Structured around an established, named reflective cycle	✗ A “dear diary” or a chronological blow-by-blow of what happened
✓ An honest account of experience that is analysed and linked to theory and literature	✗ Pure description, with no analysis, theory, or interpretation
✓ A genuine comparison that relates the TWO chosen classes and what each taught you	✗ Venting of feelings without making sense of them or drawing out learning

A professional reflection IS	A professional reflection is NOT
<ul style="list-style-type: none"> ✓ Forward-looking — it draws out transferable lessons and an action plan for practice ✓ Written in professional language and referenced in APA 	<ul style="list-style-type: none"> ✗ A treatment of the two classes in isolation, with no comparison between them ✗ Informal, unreferenced, or purely opinion-based writing

4. Choose a reflective cycle

Reflection is most effective when it follows an established, validated framework. **Choose ONE** reflective cycle, name and cite it, briefly explain it, and then apply **every stage** of it to your two classes. A few well-established options are shown below. You are free to use another recognised model.

Reflective model	Stages / approach	Best suited to
Gibbs' Reflective Cycle (1988)	Description → Feelings → Evaluation → Analysis → Conclusion → Action plan	A clear, six-stage structure; widely used and beginner-friendly - a safe default.
Kolb's Experiential Learning Cycle (1984)	Concrete experience → Reflective observation → Abstract conceptualisation → Active experimentation	Good for showing how experience turns into learning and into future application.
Rolfe, Freshwater & Jasper (2001): "What? So what? Now what?"	What happened? → So what does it mean? → Now what will I do?	A concise three-stage model; useful when you want depth rather than many stages.
Johns' Model for Structured Reflection (1995)	Guided cue questions drawing on different "ways of knowing"	Well suited to health and clinical populations and to structured, prompted reflection.

Whichever model you choose, the underlying idea is the same: structured *reflection on action* (Schön, 1983), deliberately revisiting experience to learn from it. Apply the stages to **both** classes rather than describing them one after the other.

5. Suggested structure

Use clear subheadings. The template below works well; adapt the wording to your chosen cycle.

Section	What it should do
Introduction	Introduce the two S1 classes / health populations you are reflecting on, and state the aim of the paper. Name the reflective cycle you will use and briefly say why you chose it.
Reflective cycle explanation	Briefly describe your chosen cycle (with its citation) and how you will apply it. Keep this concise — the bulk of the marks come from the reflection itself.
Reflection — each element of the cycle	Work through each stage of the cycle, weaving in BOTH classes. Compare and relate the two populations — how the experiences

Section	What it should do
	and expectations connected, contrasted, or built on one another — and use literature to support your interpretation wherever possible.
Conclusions & action plan	Draw together what you have learned about working with and training different populations, and set out how you will apply this in future practice in health environments.

6. Expectations and formatting

- **Five pages** in length (excluding bibliography, figures and tables). Figures and tables are highly encouraged.
- Use and refer to a **validated, recommended reflective cycle** (e.g. Gibbs, 1988), cited correctly.
- Written in good English and scientific / professional language, formatted in **APA 7th edition**. This is a blend of scientific writing and reflection, so the style should reflect both.
- Organised with all relevant subheadings (e.g. Introduction; Reflective Cycle Explanation; Each Element of the Cycle; Conclusions) and **ending with conclusions and an action plan**.
- Clearly demonstrating how you relate scientific theory, your professional acting, and your experiences across the classes to practice in **health environments**.

7. Use of the literature

Even though this is a reflective paper, the literature should **reinforce your analysis**, not disappear from it.

- Cite the **reflective model itself**, and use theory and evidence (including on the populations you worked with) to support your interpretations and recommendations.
- Prioritise **peer-reviewed and authoritative sources**; reference everything consistently in APA 7th.
- As a guide, a strong 5-page reflective paper still draws on roughly **8–12 relevant sources** to anchor the analysis — quality and relevance matter more than count.

8. Common pitfalls to avoid

- **“Dear diary” writing** — recounting events chronologically with no analysis or learning.
- **Reflecting on only one class**, or including two but never actually comparing or relating them.
- **Listing feelings without interpreting them** or linking them to theory and practice.
- **Skipping stages of the cycle**, or not naming and citing a recognised reflective model at all.
- **No forward-looking lessons** — ending without conclusions or an action plan.
- Missing or inconsistent **APA referencing**.

Questions about choosing a reflective cycle, your two classes, or sources are welcome, please get in touch before you start writing.

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