ASSESSING DIFFERENCES IN GRADUATE OCCUPATIONAL THERAPY STUDENTS’ REFLECTIVE CAPACITIES GIVEN DIVERGENT UNDERGRADUATE EDUCATIONAL BACKGROUNDS: A PILOT STUDY

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Statement of Significance

WE DO NOT LEARN FROM EXPERIENCE... WE LEARN FROM REFLECTING ON EXPERIENCE

- John Dewey
Project Description

- Assessing if student’s higher level of exposure to reflective learning supports deeper levels of reflection

- Assessing if question wording affects level of reflection reached
  - Equal number of undergraduate students and post-baccalaureate students
  - Semester GPA, age, gender, race
  - Four courses
    - Two MOT II courses and two MOT I courses

# Descriptions of Reflective Categories

<table>
<thead>
<tr>
<th>Habitual Action</th>
<th>Transitional</th>
<th>Understanding</th>
<th>Transitional</th>
<th>Reflection</th>
<th>Transitional</th>
<th>Critical Reflection</th>
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<tbody>
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<td>1) When a procedure is followed without significant thought about application or alternatives</td>
<td>1) Understanding or learning a concept without thinking about how it applies personally or in practical situations. Often occurs with undergrads who lack experience or real-life application</td>
<td>2) Writing example: A correct rendition of theory or concepts without examples of how it relates to practical or personal situations.</td>
<td>1) Engaging and/or exploring experiences in order to gain new understanding and appreciation.</td>
<td>2) Writing will demonstrate: both understanding of a topic and how it applies to a personal or practical experience. Personal insights that go beyond book theory</td>
<td>1) Undergoing a transformation of perspective based on the reflection of an experience, theory, etc. Does not occur frequently. More often occurs in students still learning about a subject/has not formed deep-seated beliefs.</td>
<td>2) In writing: Evidence of a change in perspective over a fundamental belief. Probably will include 1-diagnosing/understanding existing conceptual frameworks 2-a period of disequilibrium and conceptual conflict 3-A reconstruction or reforming phase in which new concepts are formed</td>
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Overall Comparison: Levels of Reflections between Assignments

- Understanding
- Transitional
- Reflection
- Transitional
- Critical Reflection

Assignments 1, 2, 3, and 4 are represented in the graph.
Comparison of Two Levels of Fieldwork Reflections

Understanding
Transitional
Reflection
Transitional
Critical Reflection

Assignment 2
Assignment 3
Comparison of Post-Baccalaureate Students to BSOS Students and Levels of Reflection Between all Four Reflective Assignments

- Understanding
- Transitional
- Reflection
- Transitional
- Critical Reflection

Graph showing levels of reflection with Undergraduates and Post-Bacs.
Implications

- Careful, constant consideration of curriculum
  - Individual course assignments
  - Departmental curriculum

- Review of reflective assignments
  - Using coding scheme
  - Reviewing learning activities for these assignments