

**Assessing differences in graduate occupational therapy students' reflective capacities given divergent undergraduate educational backgrounds: A pilot study**

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**Introduction:** Teaching practices that cultivate students' reflective capabilities can influence professional identity formation. However, few published assessments of occupational therapy students' reflective capabilities exist.

**Objective:** This study aims to assess and compare the reflective capabilities of two cohorts of graduate occupational therapy students: one cohort educated in a Bachelor of Science in Occupational Science that emphasized reflection (BSOS entry), and another cohort that completed other kinds of undergraduate programs (post-baccalaureate entry).

**Method:** Reflective assignments completed by 17 BSOS students and 17 post-baccalaureate students, who were matched according to gender, age, and overall grade point average, were selected from four courses in a graduate occupational therapy program. This study categorized levels of students' reflection in four reflective assignments using a four-category coding scheme (Kember, McKay, Sinclair, & Wong, 2008) and analyzed assignment prompts to determine what levels of reflection were elicited.

**Results:** Data analysis is underway, but we hypothesize that BSOS entry students will demonstrate higher levels of reflection than post-baccalaureate entry students. Furthermore, we hypothesize that the specific questions asked on reflective assignments will influence a students' level of reflection, causing some assignments to generally be scored higher on the four-category scheme.

**Conclusion:** Understanding the levels of reflection that assignments elicit will help occupational therapy educators assess their approach to encouraging student reflection, transformation, and professional identity development.