



NORTHWEST

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The use of reflective practices in electronic outcomes based assessment

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Description of the Experiential Program

- Senior Capstone Experience
- 2 Semesters
- “Junior” Year
 - Senior Capstone Application Form
 - Why?
 - Requirements
 - HIPAA, BBP Training, Immunizations, CBC, Drug Screens, etc.
- Summer Prep
- Fall



Associated Assignments

- Goal
- Reflections
 - 3 per semester
- Self Assessment (linked to competencies)
 - 5 point scale
- Student Performance Assessments (linked to competencies)
 - 5 Point scale
- Additional Assessments
- Assessment Requirements



What was wrong with this method?

- Course requirements to “pass”
- Not rubric based?
- Data of students
 - Low student compliance
- Data of preceptors
- The reflections = AHFFF!
- Are they really learning anything?



How can this be more meaningful?

- Do I use Rubrics?
- Do I use Scales?
- Do I use Guided vs Open-ended Reflections?
- How can I make this more meaningful?
- What does the research say?



Best Practices?

- What are others doing?
- Examples



A 2 Semester Experience: Revised

- New Scale
 - Changed to 3 point scale with more reflections linking back to goals
- New Requirements
- New Assignments
 - Goal Assignment with case base scenarios
 - Reflections (open ended and guided) with rubrics linking back to goals
 - Reflective thought process for assessments
 - All linking back to goals, competencies, and degree outcomes



What did the DATA “say”?



Concluding remarks

