

Abstract No. 0006

Title Inter-rater reliability using a reflective rubric to assess pharmacy students' reflective thinking

Abstract

Introduction Rater variability is a key issue to consider when assessing students. Furthermore, previous research has shown that assessment drives student learning. Therefore agreement between raters' assessment scores is highly desirable.

Objectives To determine the inter-rater reliability among raters using a rubric as a tool to assess pharmacy students' reflective thinking.

Methodology Four raters from three disciplines (Pharmacy, Medical Radiation Sciences, and Education) utilized a rubric to assess a random sample of 43 reflective statements from a cohort of 264 undergraduate second year pharmacy students. The inter-rater reliability (IRR) was measured via the intra-class correlation coefficient (ICC), using a two-way random effects model (ANOVA) with absolute agreement.

Results Results showed that there was "almost perfect" agreement with measures between the raters for (i) overall reflective statement scores and (ii) average scores for the seven stages of reflection, ICC= 0.81 and 95% C.I (0.61, 0.90), ($F(42,126)=7.83, p<0.01$); and ICC =0.89, 95% C.I (0.83,0.93), ($F(42,840)=12.49, p<0.01$) respectively.

Conclusions The results of this study showed a high level of agreement among the four raters utilizing the same tool, thereby suggesting the rubric is a reliable tool to assess pharmacy students' reflective thinking. As raters were drawn from varied disciplines, this study also demonstrates that the rubric could be utilized in varied educational contexts, for use with inter-professional education assessment. The results of this study also suggest the rubric can be utilized and scored reliably by assessors from within and outside the discipline of pharmacy.

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