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PebblePad™ e-portfolio engagement and the impact on reflective practice for speech and language therapy students on clinical placement

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BSc & IM Speech and Language Therapy

National Association of Educators in Practice Conference 2019
The Studio,
Birmingham Friday 10th May 2019
Professional requirements

Speech and language therapists
Rolfe’s minimal model
(Rolfe et al, 2001)
Student reflection training

• Non-clinical reflection, e.g. Own experience of interview for the degree
• Reflective video (18)
• Clinical conversations
Shared model

Clinical Lead

Practice Educator

Student
Paper to electronic
Student questionnaire

Pebblepad

What do you think?
Who replied?

Students

- Year 1: 18
- Year 2: 12
Pebblepad ease of use

- Very difficult
- Somewhat difficult
- Neither easy nor difficult
- Fairly easy
- Very easy
Perceived pros and cons of Pebblepad

- ✓ Online back-up (21)
- ✓ Access anywhere (19)
- ✓ More portable than paper (25)
- ✓ Spelling (15)
- ✓ Sharing with Practice Educator(s)(15)

- X Wi-Fi access (23)
- X Software (12)
- X Typing (6)
- X Saving work (12)
Understanding of clinical reflection

![Bar chart showing understanding of clinical reflection pre-placement and post-placement.

- **Pre-placement:**
  - None: 3
  - Some: 5
  - Basic: 7
  - Good: 6
  - Complete: 2

- **Post-placement:**
  - None: 1
  - Some: 2
  - Basic: 4
  - Good: 22
  - Complete: 12

Legend: None, Some, Basic, Good, Complete.
Better prepared for CPD

<table>
<thead>
<tr>
<th>Students</th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Student comments

“I liked the use of reflections and then having to pick just 12 as it allowed me to reflect on things I found interesting and look back on what I did and where I need to improve for future placements”

“I thought that the weekly reflections were a useful way to look back at the week as a whole and review how a reoccurring theme and how this influenced my practice.”
Summary

• Students were very positive about using Pebblepad
• Students felt better able to reflect
• Students were frustrated by lack of access to Wi-Fi
• University staff could access, mark and provide formative feedback easier
• Practice educators – mixed. More training needed.