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OPEN ACCESS
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

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Professional requirements
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

Pre-placement

Post-placement

None
Some
Basic
Good
Complete
Better prepared for CPD

- Yes
- No
- Uncertain
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.