

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

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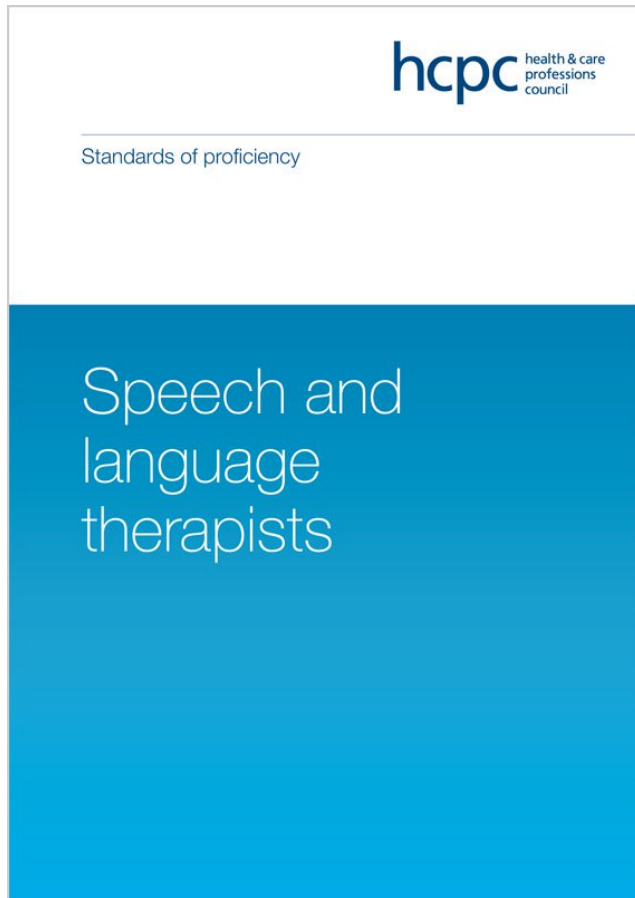
National Association of Educators in
Practice Conference 2019

The Studio,
Birmingham Friday 10th May 2019



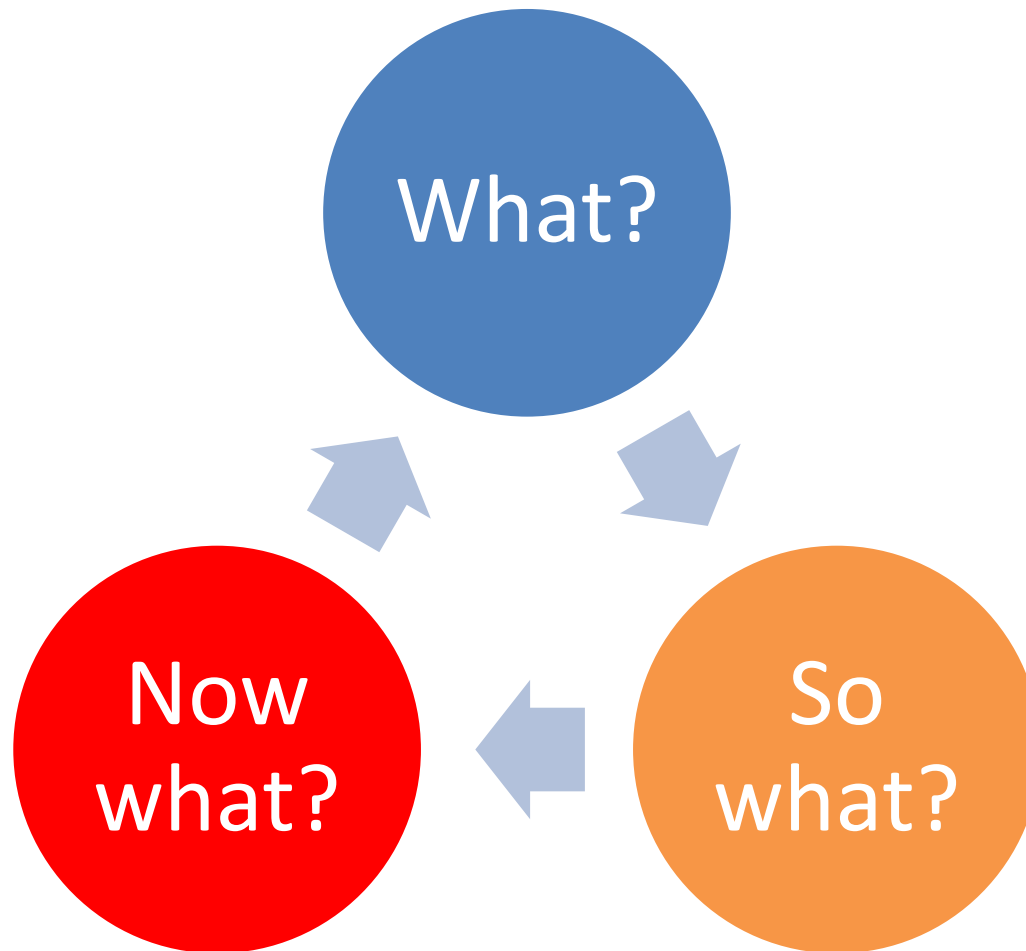
The University of Manchester

Professional requirements



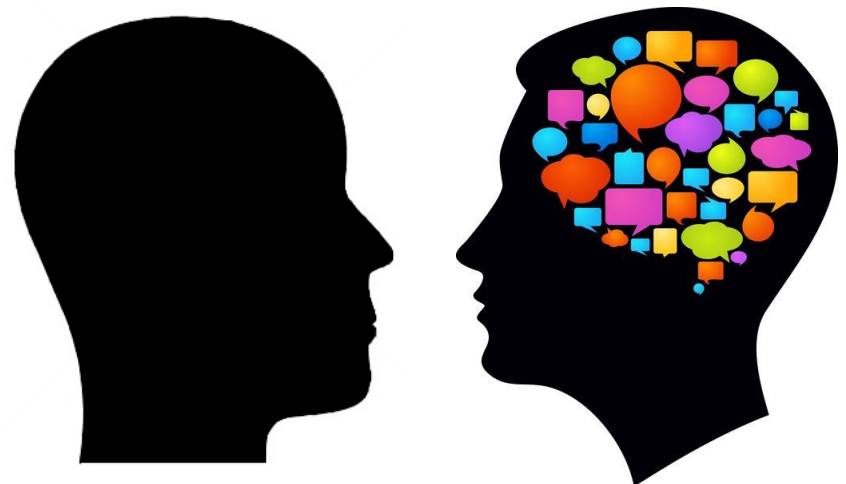
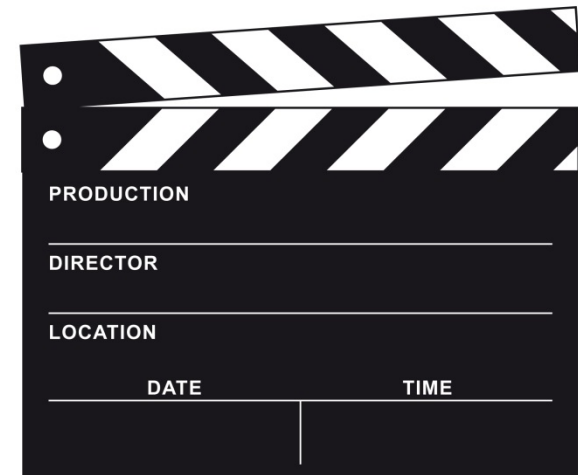
Rolfe's minimal model

(Rolfe et al, 2001)

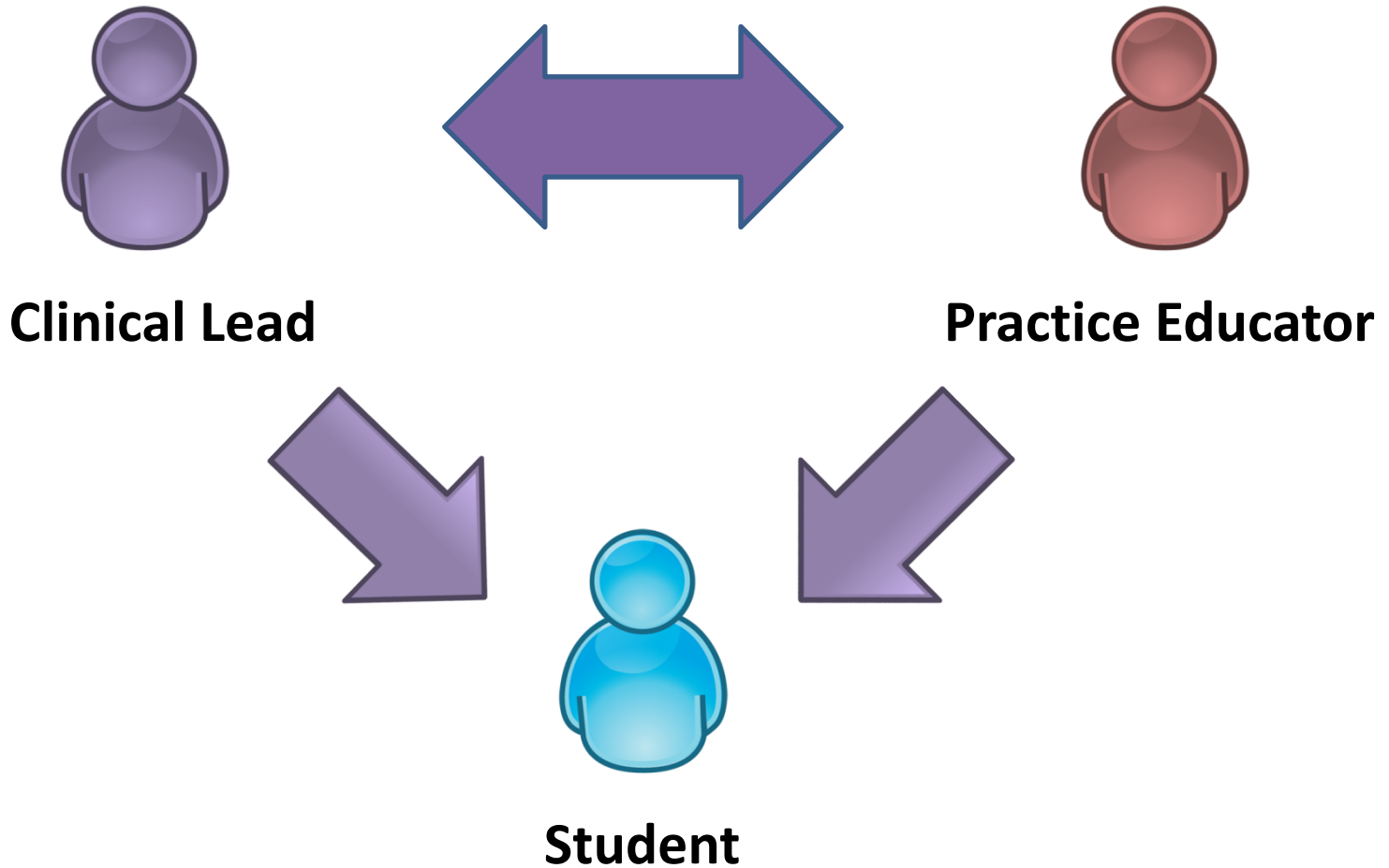


Student reflection training

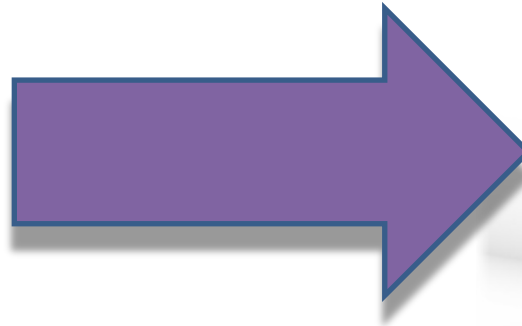
- Non-clinical reflection, e.g. Own experience of interview for the degree
- Reflective video (18)
- Clinical conversations



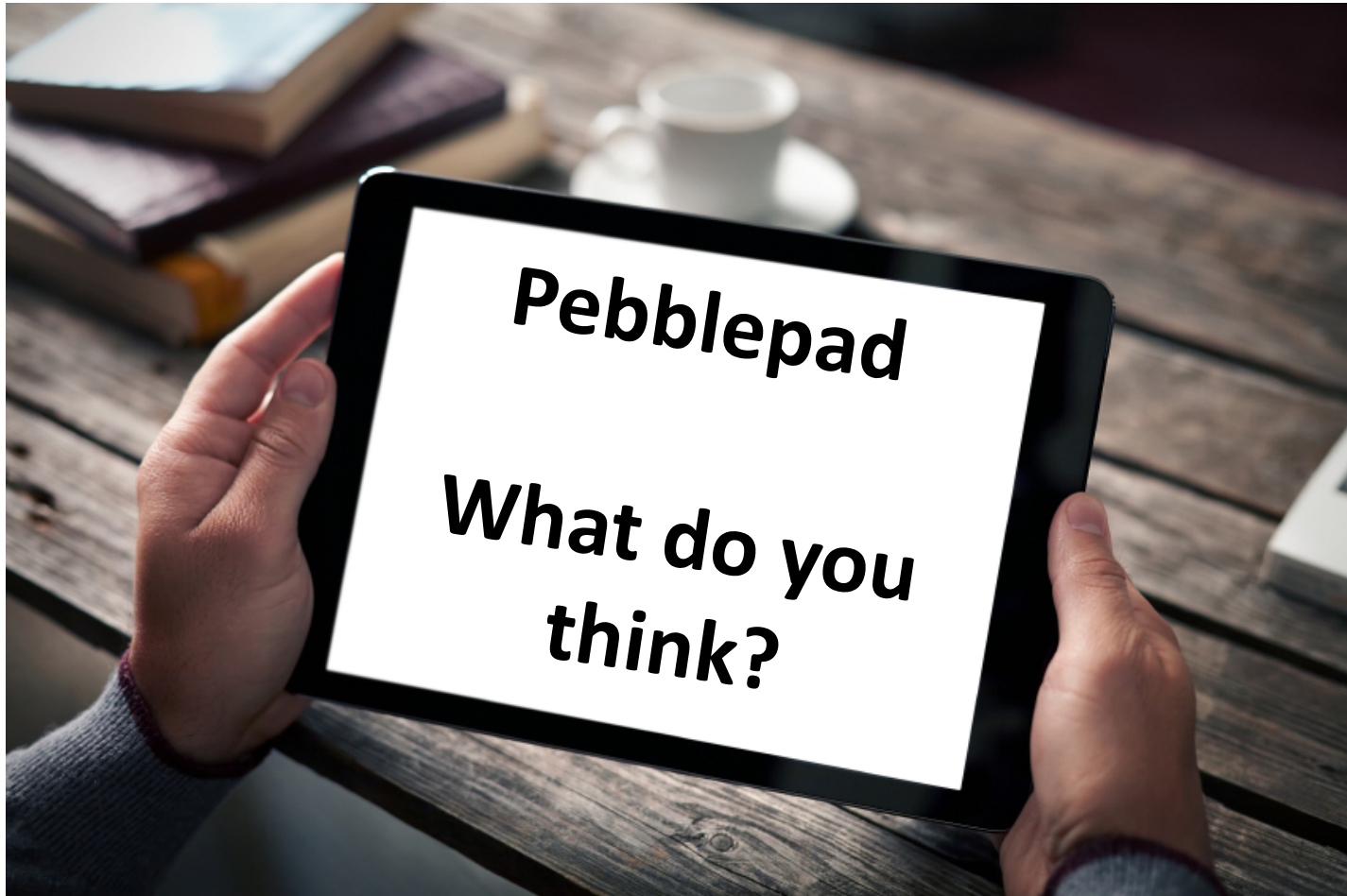
Shared model



Paper to electronic

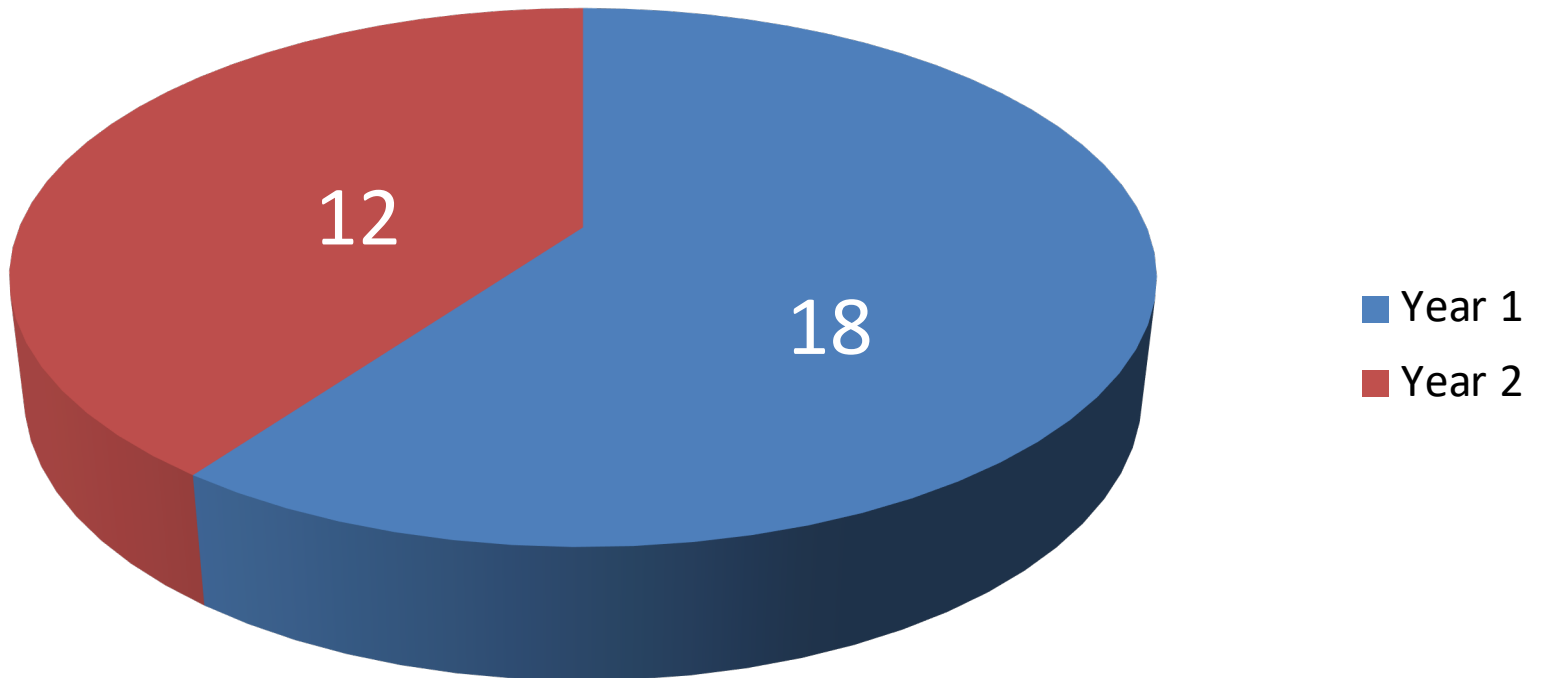


Student questionnaire

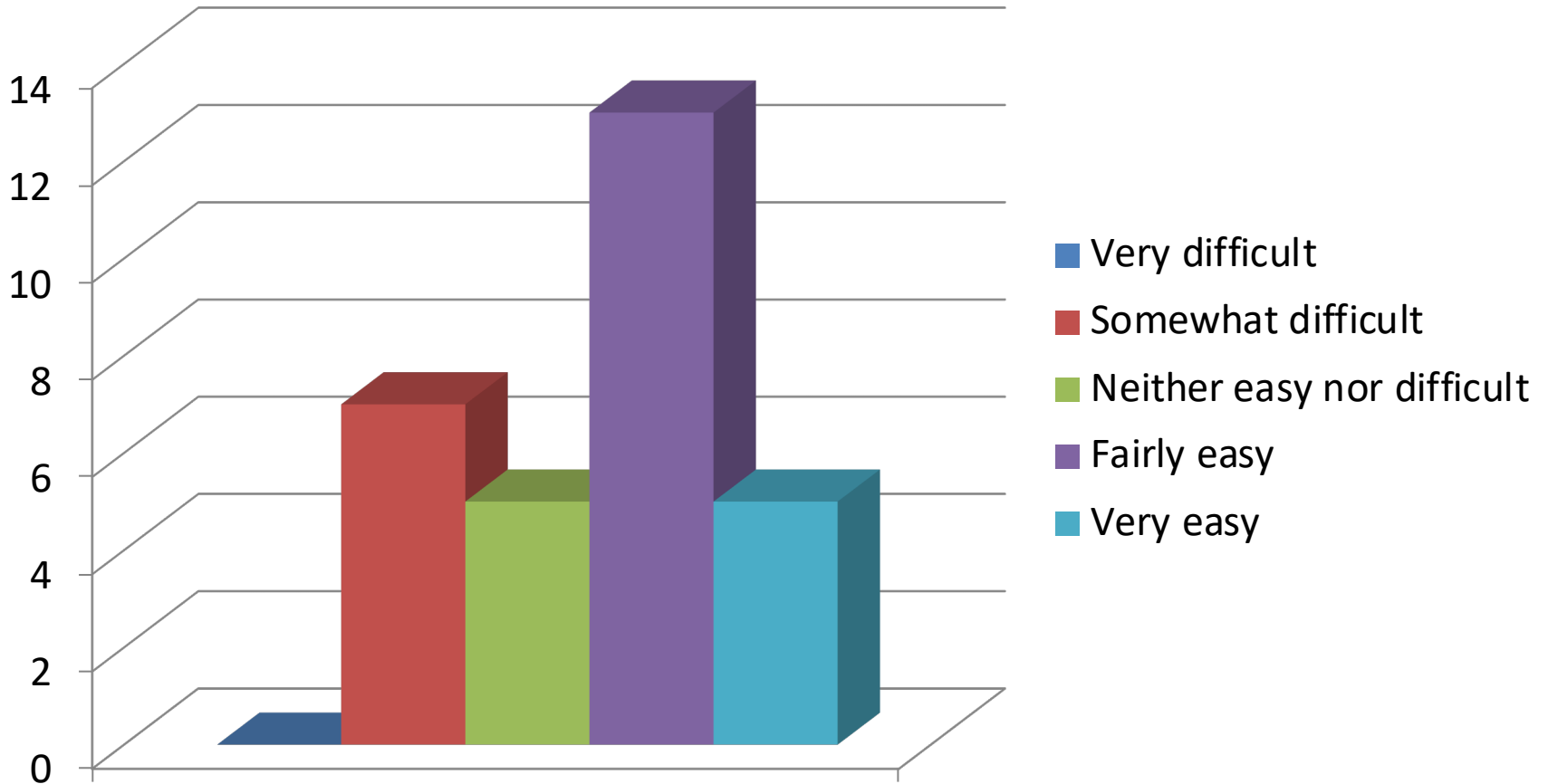


Who replied?

Students



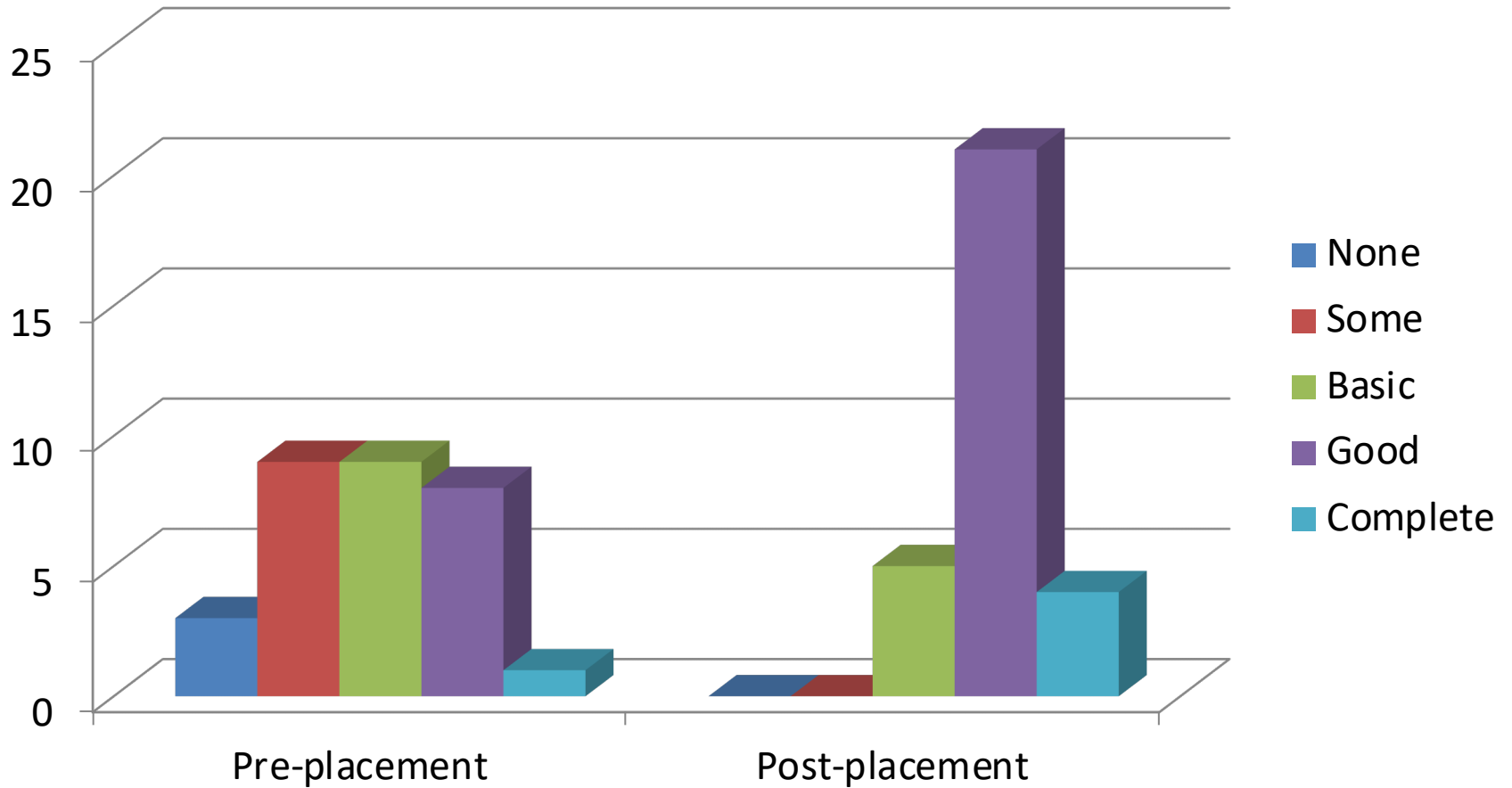
Pebblepad ease of use



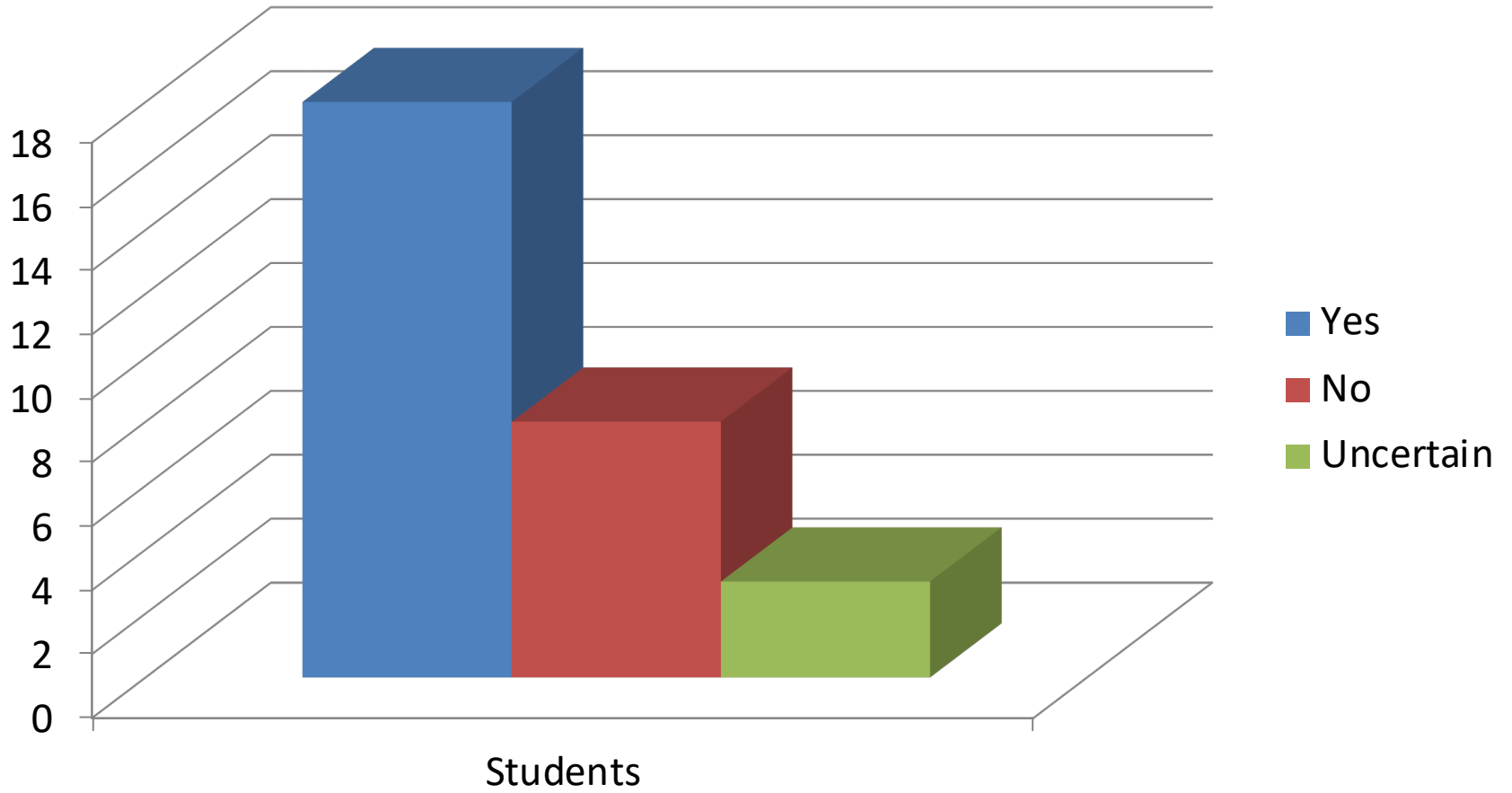
Perceived pros and cons of Pebblepad

- ✓ Online back-up (21)
- ✓ Access anywhere (19)
- ✓ More portable than paper (25)
- ✓ Spelling (15)
- ✓ Sharing with Practice Educator(s)(15)
- ✗ Wi-Fi access (23)
- ✗ Software (12)
- ✗ Typing (6)
- ✗ Saving work (12)

Understanding of clinical reflection



Better prepared for CPD



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.