

From reflective practice to critical reflective practice on the block

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Speech Pathology Australia (2022) requires that for a speech pathologist to be ready to enter the profession they need to be able to "reflect on their skills, recognise their limitations and develop plans for future learning" (p.12). However the question for many educators is; what does the ability to do the above look like, or how is it ensured and demonstrated? Then how do we teach reflective practice in a meaningful way? Therefore the research questions for this study was how do students build critical reflective practice skills? Through a literature review and implementation of a scaffold reflective practice program this presentation will cover how the speech pathology program at VU implements one such program.

One can engage in effective critical reflective practice through the use of employing a myriad of diverse modalities such as visual and verbal reflection aids before, during and after interactions and simulations. Building critical reflective practice needs to be engaging and scaffolded therefore multiple learning methods for building reflective practice which can all effectively build the essential competence. The block model allows for scaffolding of reflective practice skills by requiring students to complete an assessed reflection task at the completion of each unit.

References

Speech Pathology Australia (2022) Guidelines for accreditation of speech pathology degree programs Part 2 Version 1.2. <https://www.speechpathologyaustralia.org.au/common/Uploaded%20files/Speech-pathology-services/Accreditation-guidelines-2022-Part2-Evidence.pdf>