

TRACK 2 - PRACTICE EDUCATION

Poster Presentation

Using Peer-Mentoring to increase clinical skills in Physiotherapy Education A Comparison of 3 Approaches

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Background

In the context of health sciences there is a need for constant evolution across the scope of professional skills. However, for this continuous development it is necessary that professionals develop a series of characteristics, such as the ability to teach and learn in multidisciplinary contexts.

Mentoring has been widely used in the education of health professionals in order to improve student involvement and the quality of learning experiences.



Objective

The aim of this study was to compare students' satisfaction with 3 different styles of mentoring in 3 different areas **Cardiorespiratory**, **Neuromuscular** and **Musculoskeletal**.

One of the styles was directed to specific tasks to perform, the second was directed to specific learning objectives and the third style was free, with no specific tasks or objectives



Methods

In the Physiotherapy Bachelor course and during one semester, the students of the second year were organized in small groups and distributed to them a group of mentors of the third year.

Each mentor had a specific area and a specific mentoring style. Orientation support was given at least **3 times** during this process.

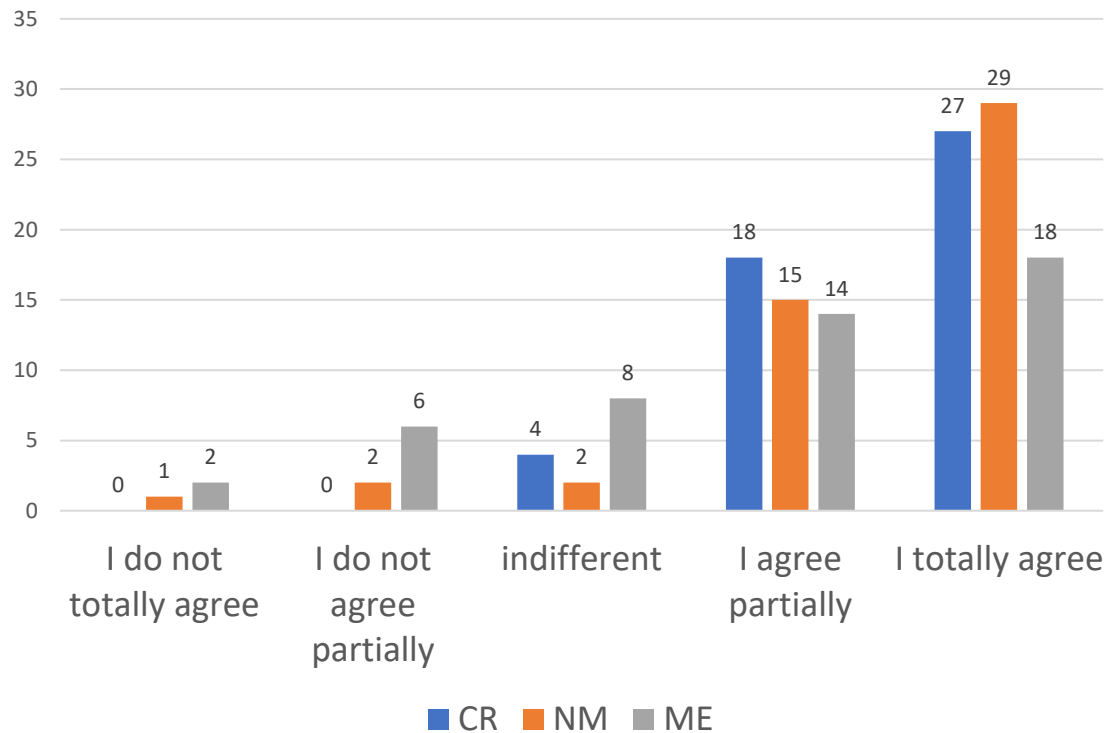
An online questionnaire was developed and used to identify perceptions about the outcomes and satisfaction of all participants in the mentoring process



Results

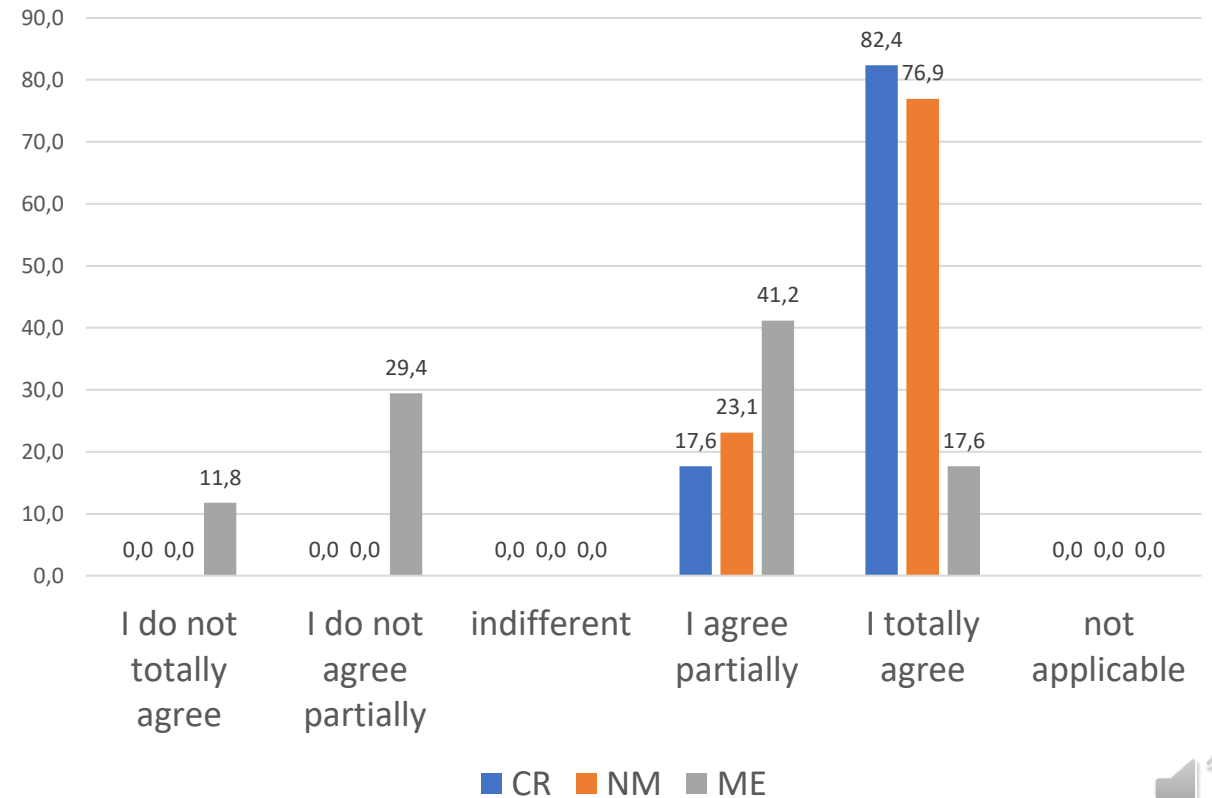
Students

I think the activity was well organized



Mentors

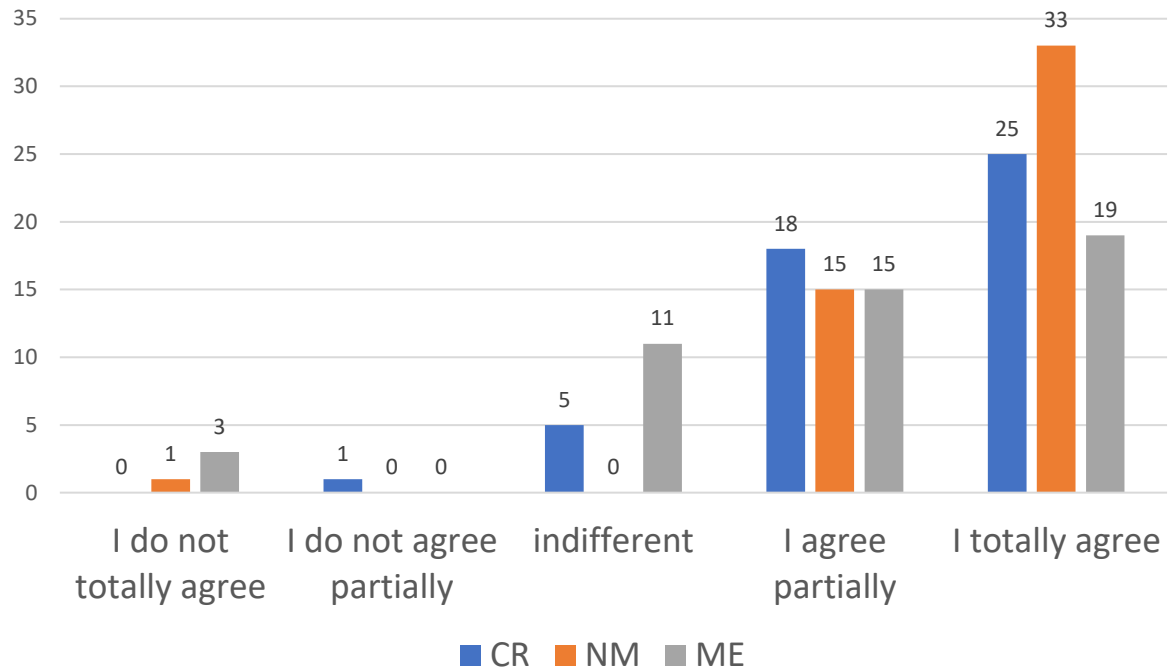
I think the activity was well organized %



Results

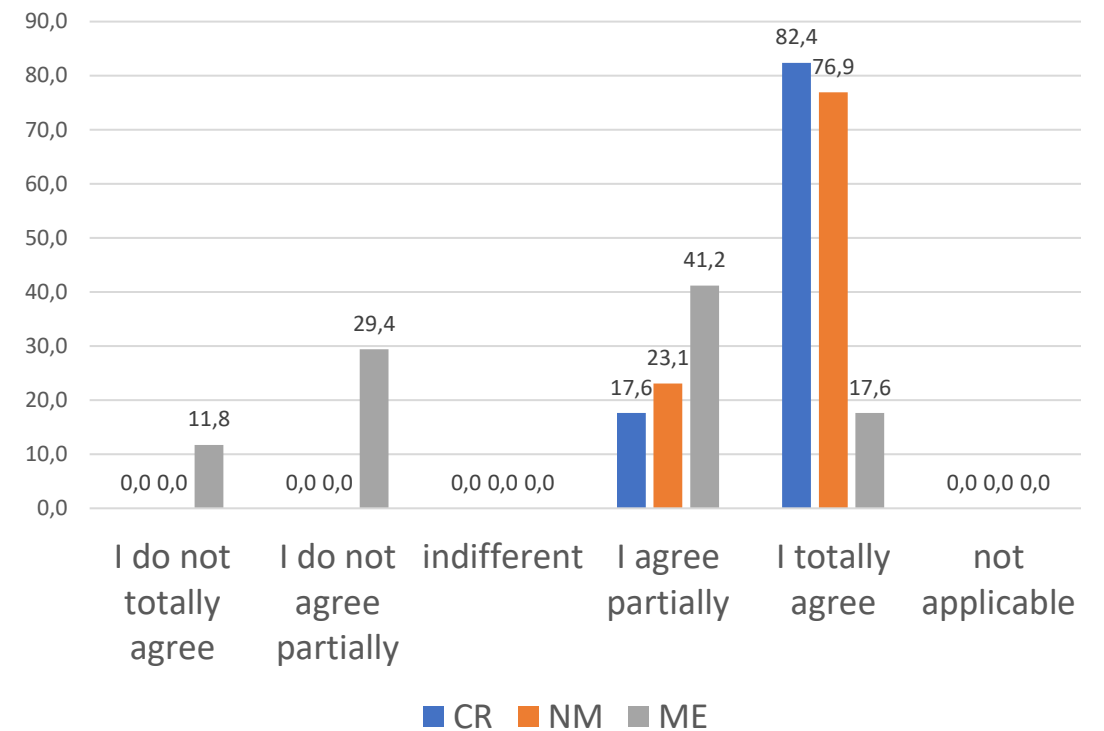
Students

I consider that the overall objectives of the activity have been achieved



Mentors

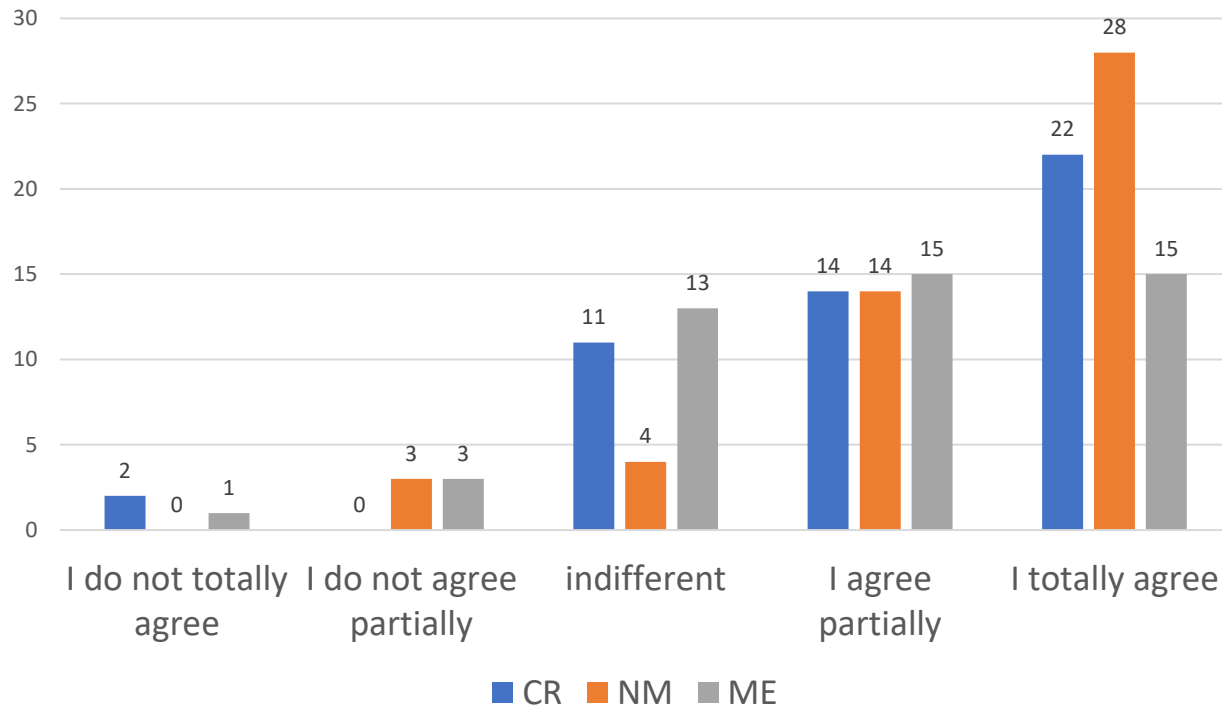
I consider that the overall objectives of the activity have been achieved %



Results

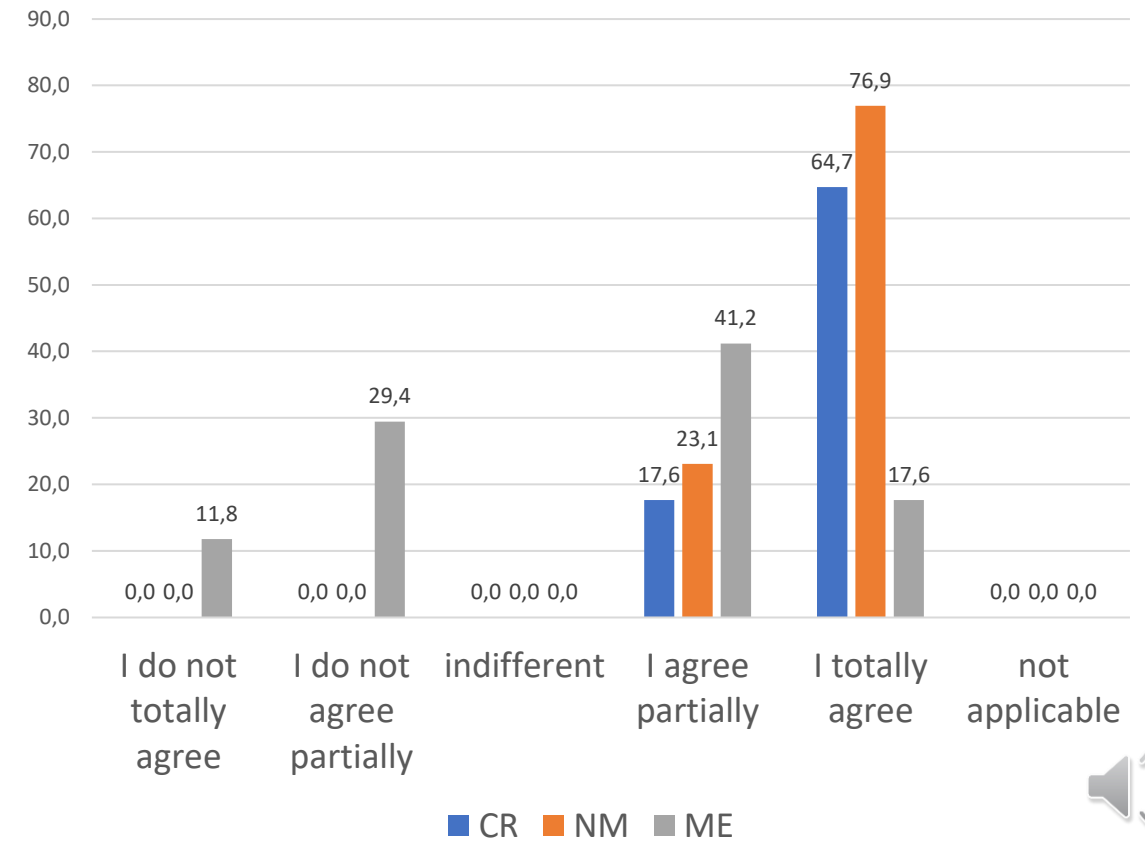
Students

This activity has increased my interest in the area in question



Mentors

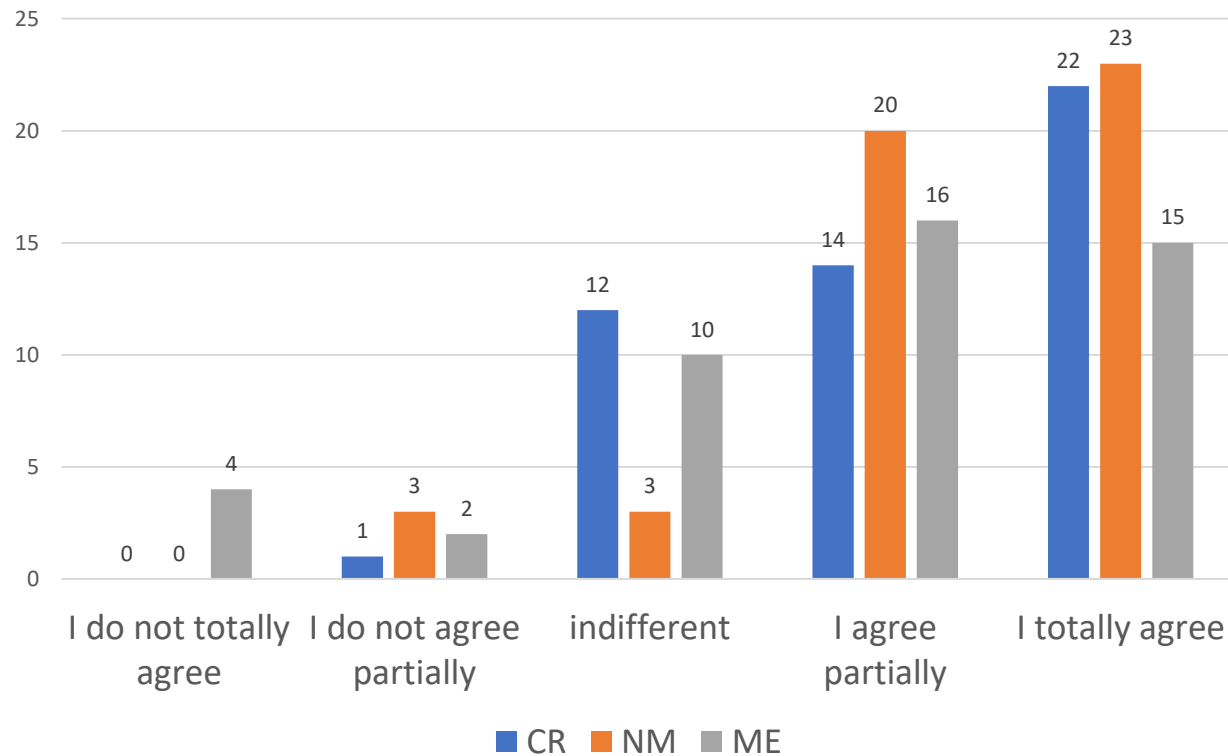
This activity has increased my interest in the area in question %



Results

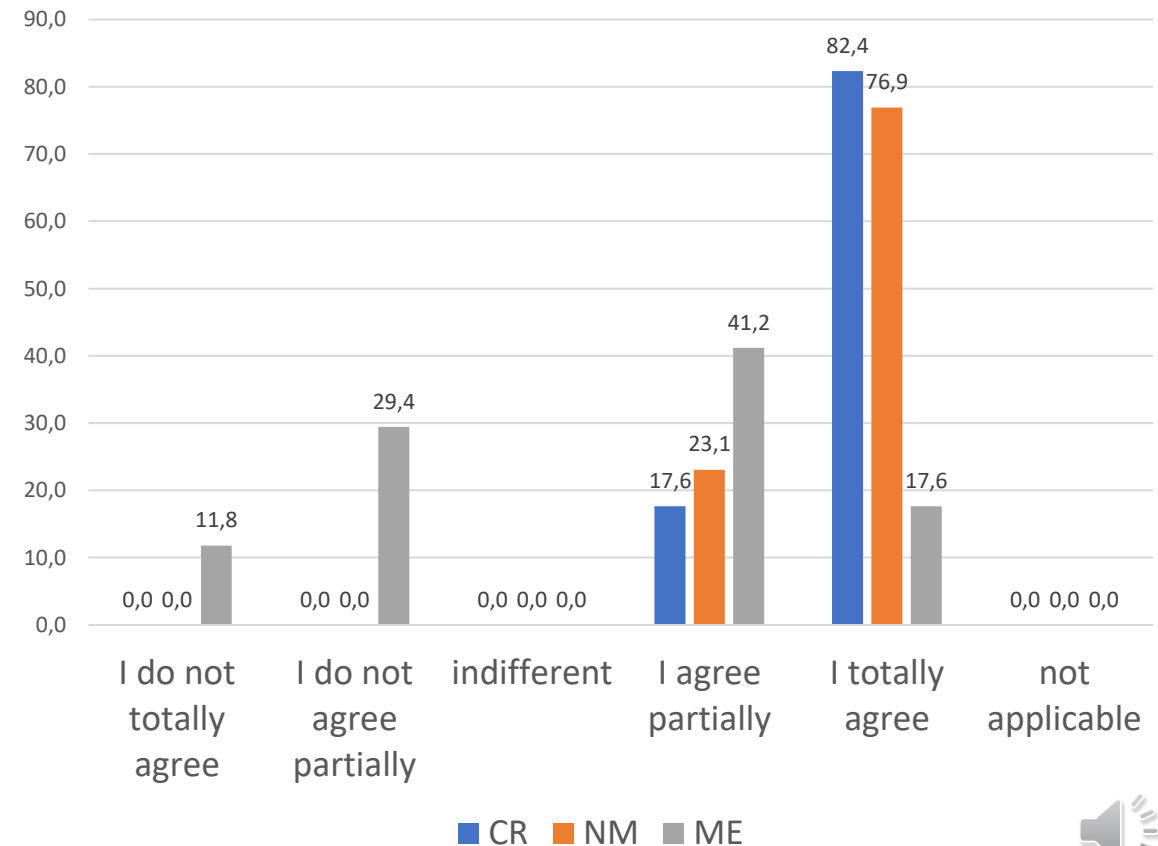
Students

My confidence in my technical skills improved



Mentors

My confidence in my technical skills improved %



Results

The main results showed great satisfaction with the mentoring process in both groups (student and tutors).

The students refer the importance that the tutor had in consolidating theoretical knowledge, clinical reasoning and practical skills.

Both groups expressed that the process was very rewarding and are eager to repeat this experience.

Regarding the comparison between mentoring styles, students preferred mentoring with more directed than free styles.



Discussion

Mentoring facilitates learning opportunities for 2nd graders in the topics covered and can also increase the leadership and teaching skills of 3rd graders, both outcomes have the potential to benefit future professional roles.

In relation to the process of Peer-Mentoring a good organization and objectives/tasks well established by the responsible teacher seems to be fundamental to the overall success.



Conclusions

The promotion of peer-mentoring could facilitate peer-to-peer learning opportunities for students and promote leadership and teaching skills in future professionals.



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