



ESCOLA SUPERIOR
DE SAÚDE DO ALCOITÃO

SANTA CASA da Misericórdia de Lisboa

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Peer-Mentoring in Physiotherapy Education Comparison of 3 Approaches

Lopes, A. A.¹ ; Santos, H¹

¹Department of Physiotherapy, Escola Superior de Saúde do Alcoitão,
Estoril, Portugal

Purpose

The aim of this study was to compare 3 different approaches to Peer-Mentoring in relation to the perception of the students how Peer-Mentoring could promote the development of Physiotherapy clinical skills in undergraduate Physiotherapy students.

Subjects

This Peer-Mentoring was developed among students of the 2nd and 3rd years of undergraduate Physiotherapy course during the academic year of 2018-2019.

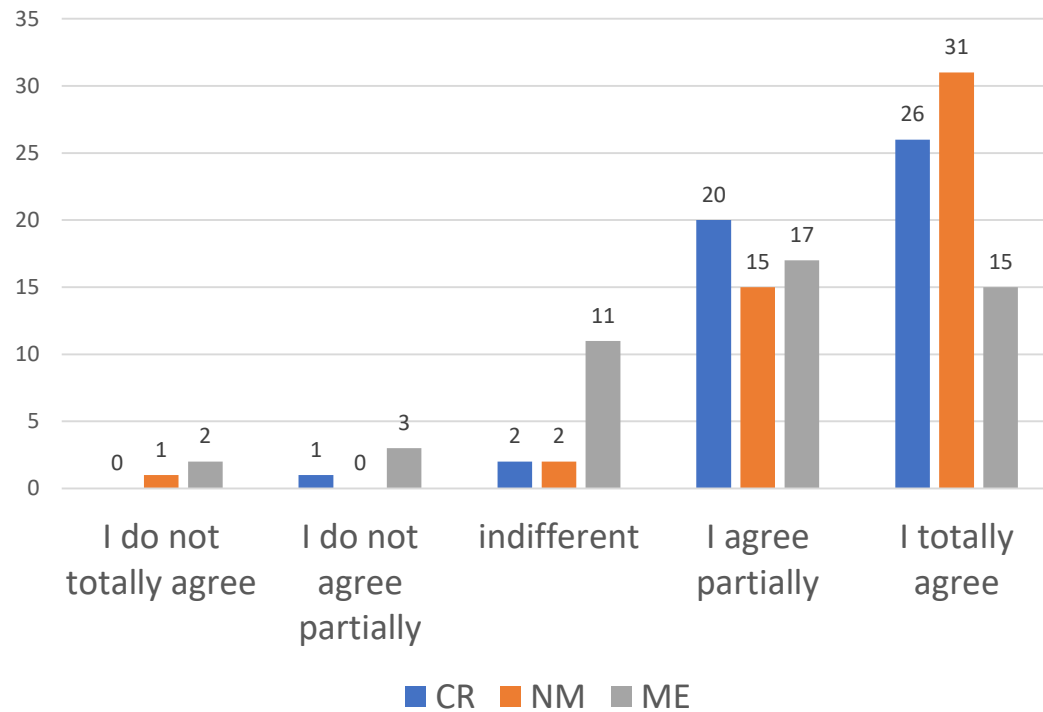
Material / Methods

- During one semester, the students of the second year were organised in small groups and were allocated to them a group of mentors of the third year. Each mentor had a specific area Cardiorespiratory (**CR**), Neuromuscular (**NM**) , Musculoskeletal (**ME**) and a specific mentoring style. Orientation support was given at least 3 times during this process.
- All the groups registered all the activities carried out in the meetings.
- An online questionnaire was developed and used to identify the participants perceptions about the outcomes and satisfaction the mentoring process.

Results

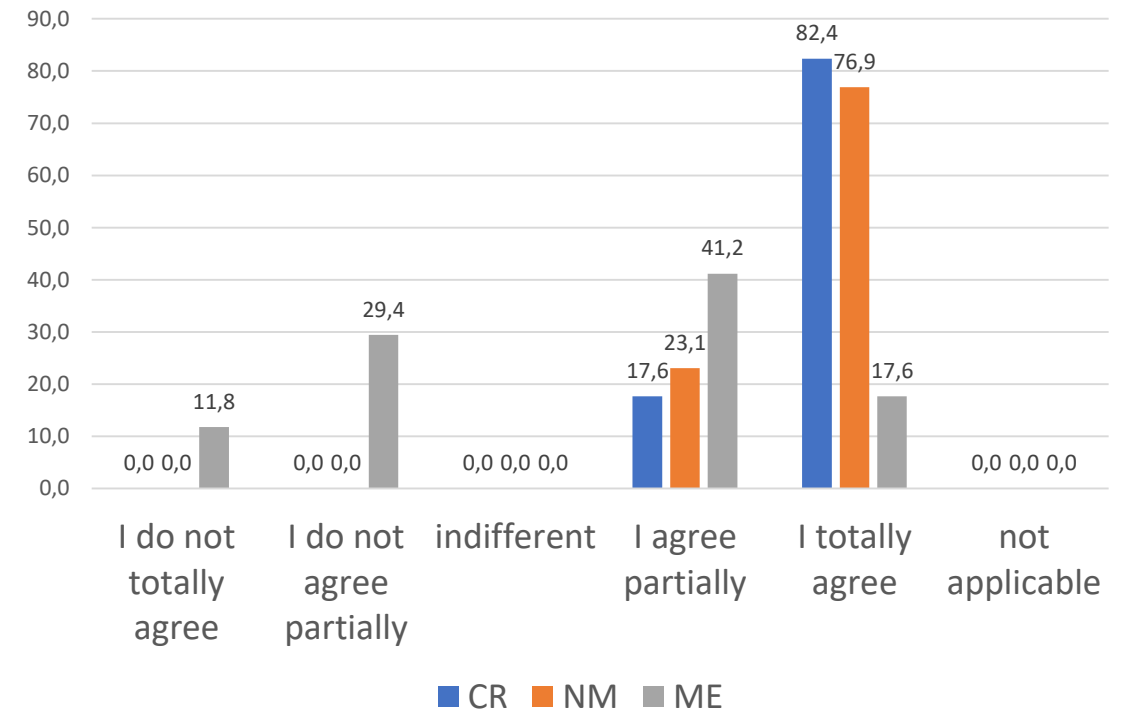
Students

I consider that the objectives of the activity were clear and achievable



Mentors

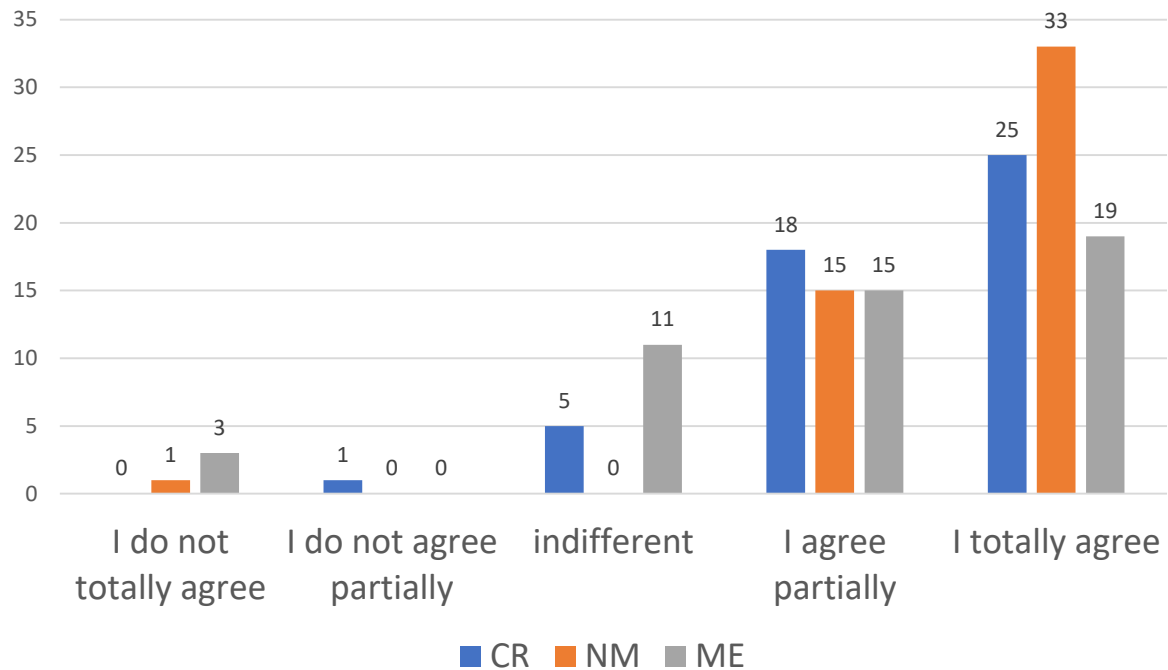
I consider that the objectives of the activity were clear and achievable %



Results

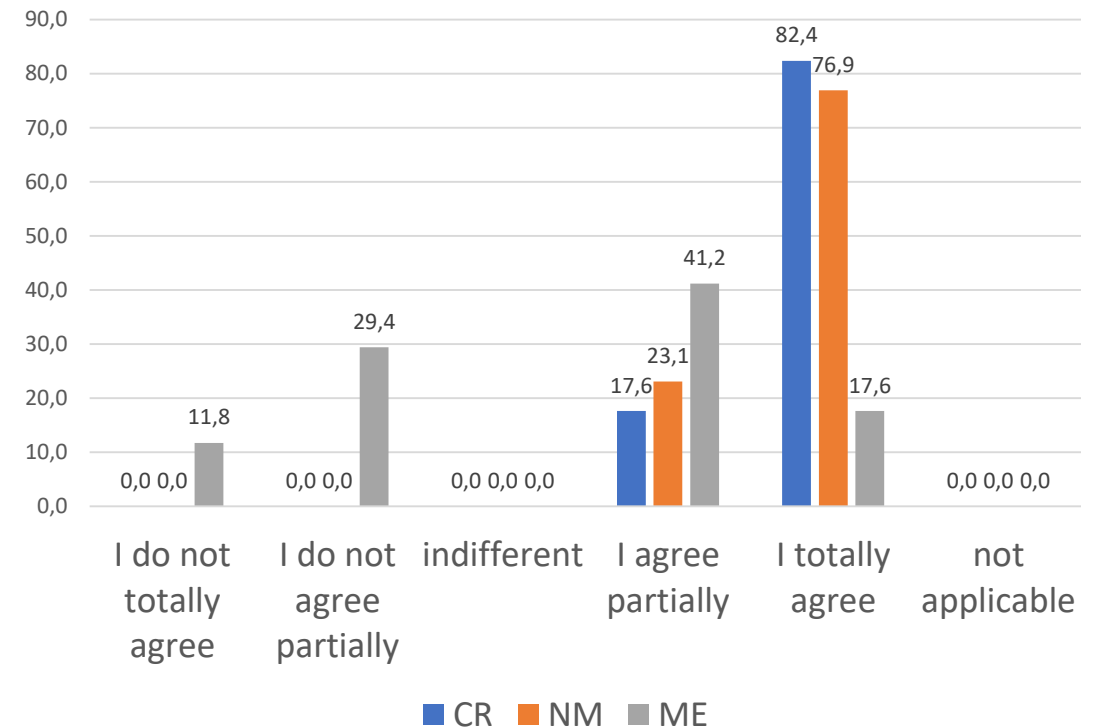
Students

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



Mentors

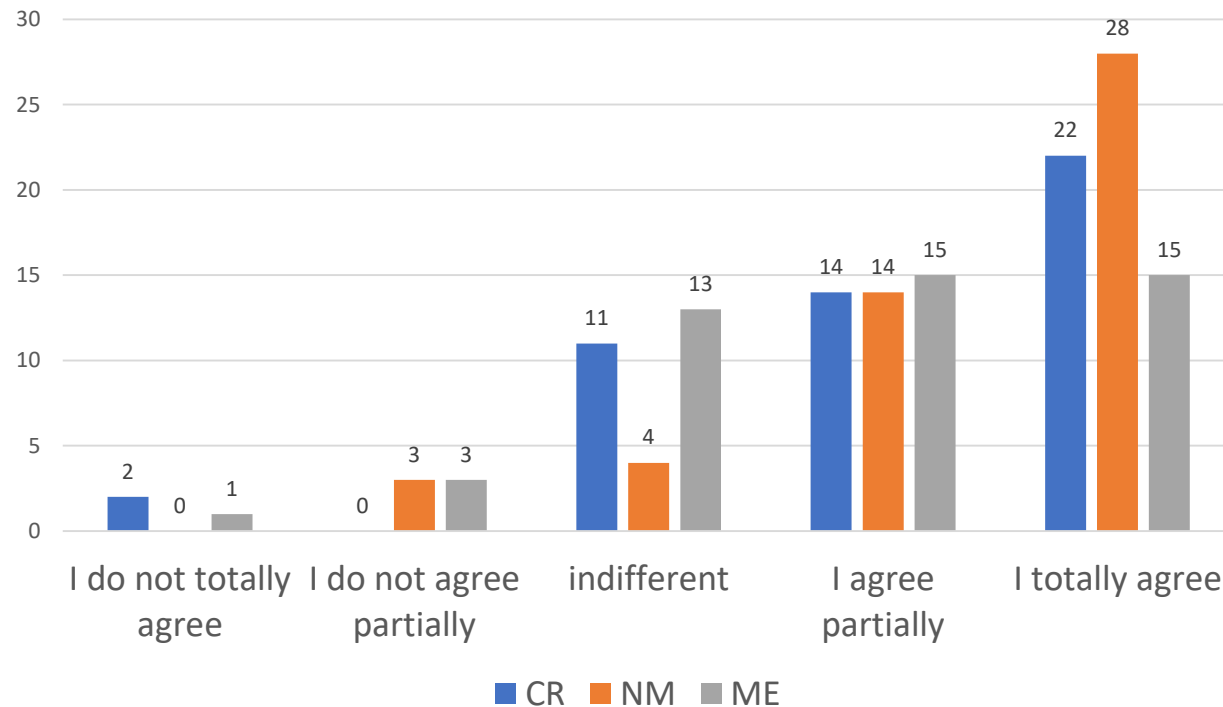
I consider that the overall objectives of the activity have been achieved %



Results

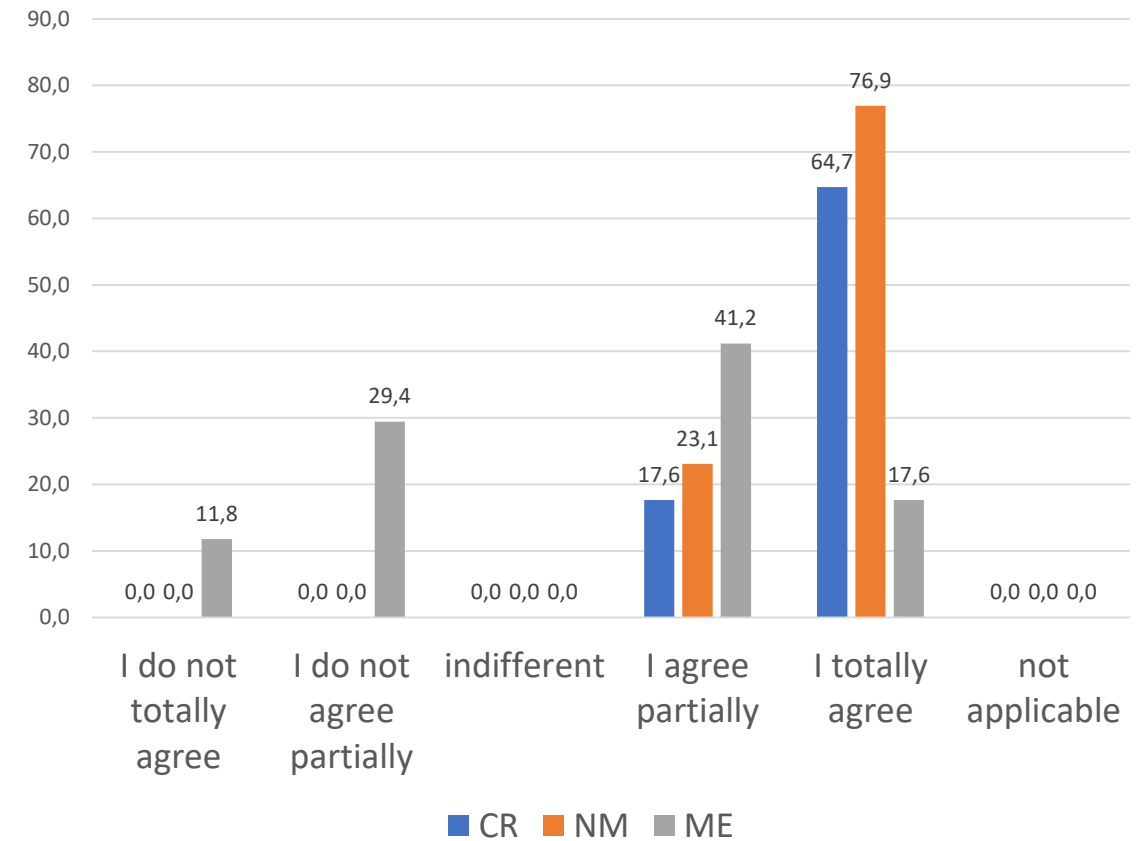
Students

This activity has increased my interest in the area in question



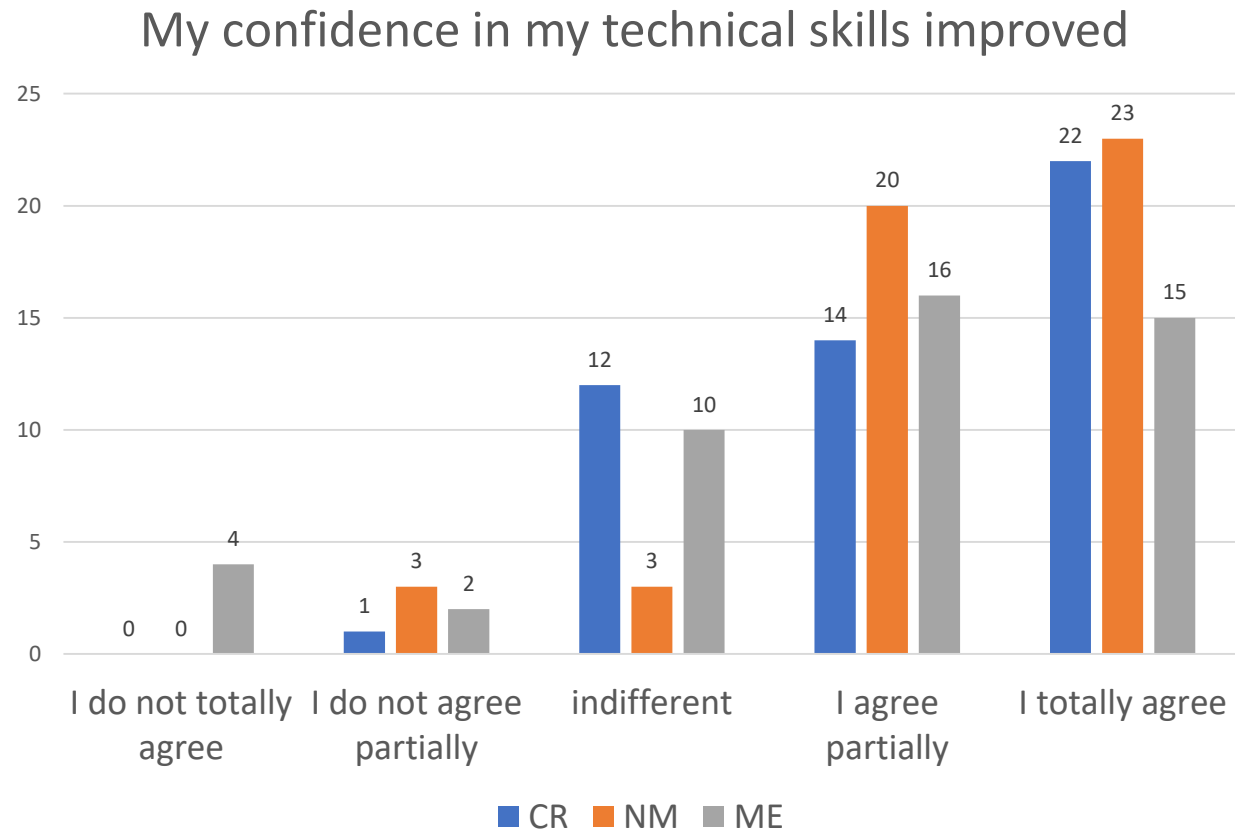
Mentors

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



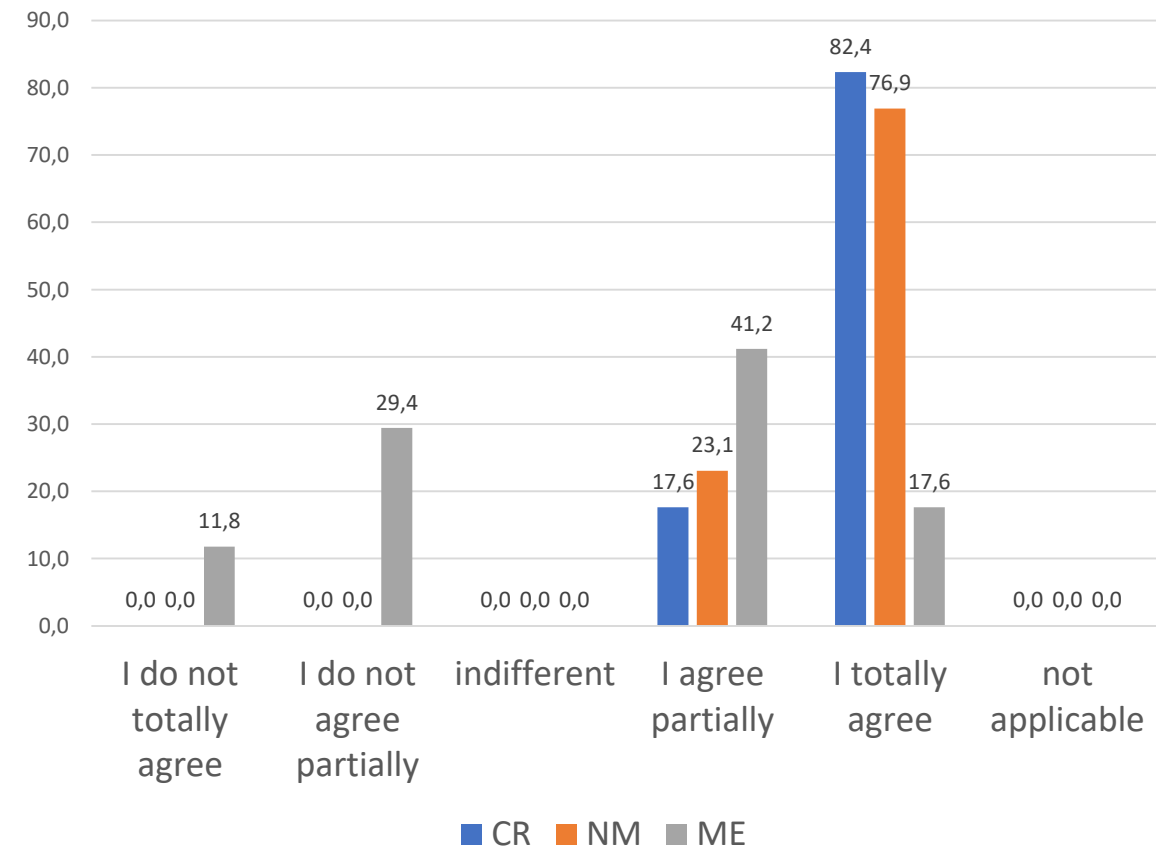
Results

Students



Mentors

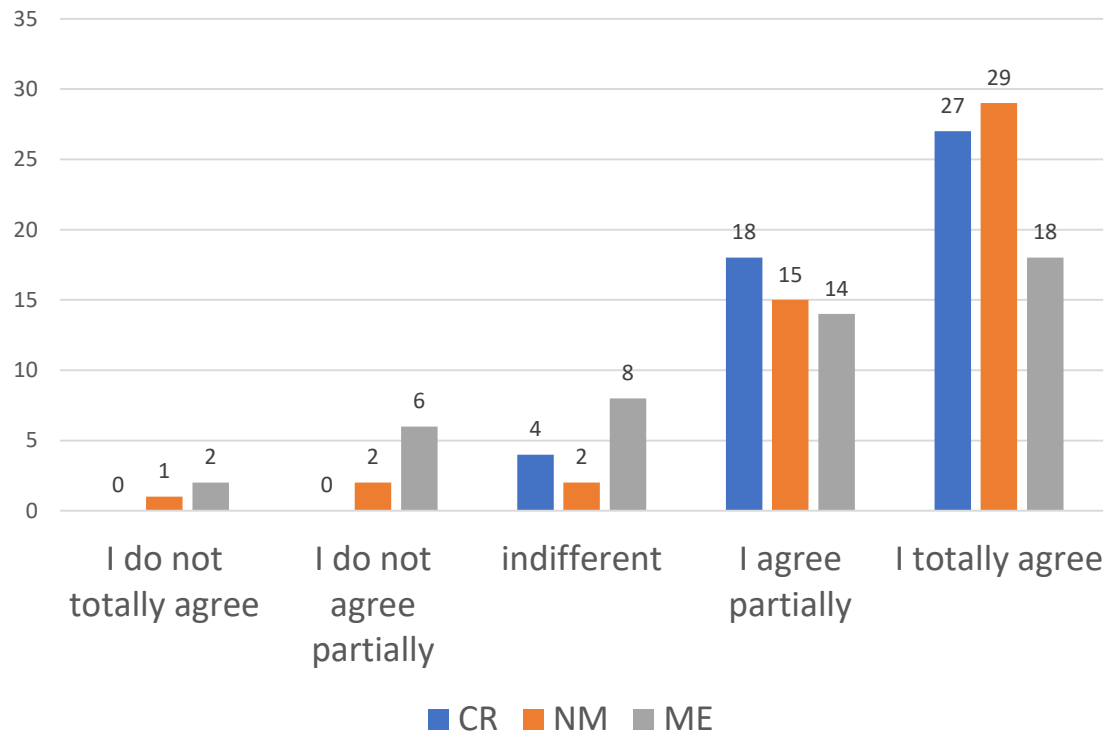
My confidence in my technical skills improved %



Results

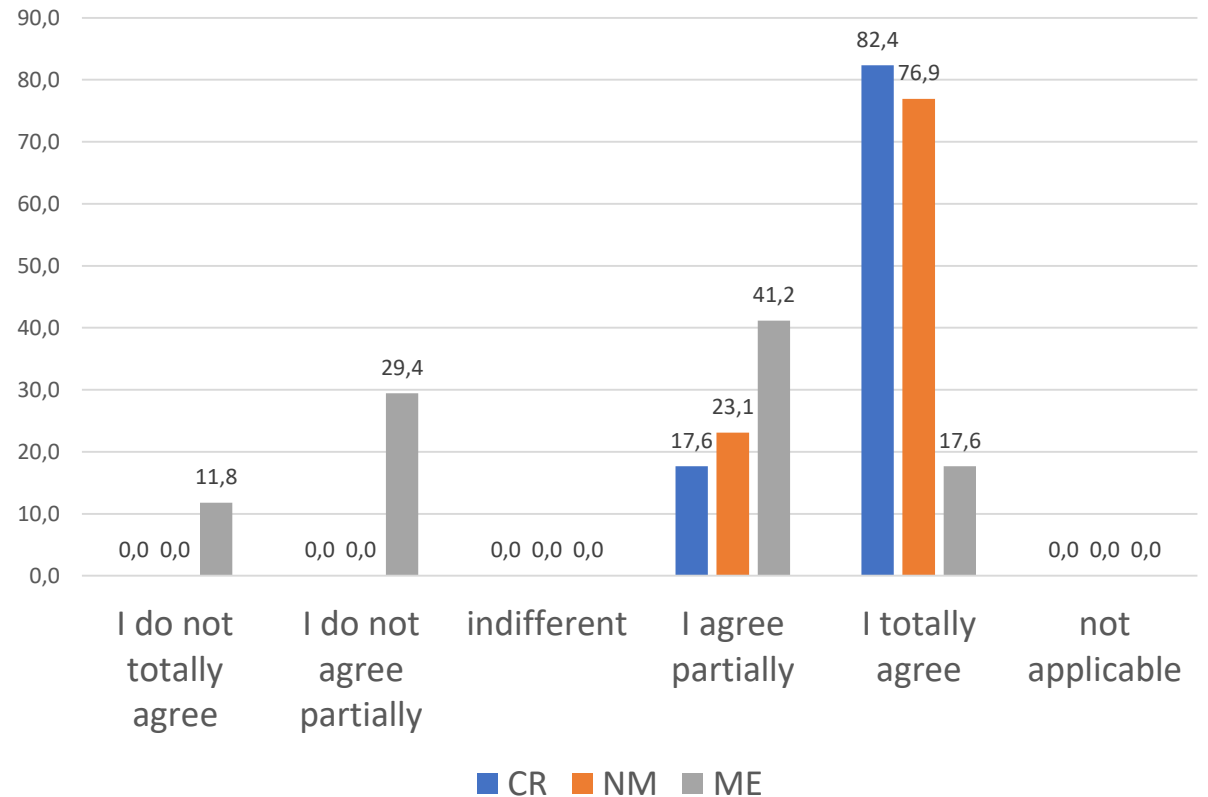
Students

I think the activity was well organized



Mentors

I think the activity was well organized %



Results

- The main results of the questionnaire showed great satisfaction with the mentoring process in all the groups. The students refer to the importance that the tutor had in consolidating theoretical knowledge, clinical reasoning and practical skills.
- All the 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.

Conclusions

- Mentoring promotion 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 elements outside this process, including future work or patients.
- In relation to the process of Peer-Mentoring, a good organisation and objectives/tasks well established by the responsible teacher and tutor seems to be fundamental to the overall success.
- The promotion of peer-mentoring could facilitate peer-to-peer learning opportunities for students, and promote leadership and teaching skills

Contact Information:

António Alves Lopes | antonio.alopes@essa.scml.pt

Hugo Santos | hugo.santos@essa.scml.pt