

2nd International Conference and Exhibition on **Physical Medicine & Rehabilitation**

July 14-16, 2014 DoubleTree by Hilton Baltimore-BWI Airport, USA

Cultivating the Health Care Profession: The Value of Peer-guided Learning in Developing a Culture of Communication, Collaboration, and Consultation

Bell K.A, Stewart E, Holler J, Khoroshan E, Anderson A, Kwok A and Hakim E.W.
Department of Physical Therapy, University of Delaware, USA

The student experience may be enhanced when learners take an active role in creating environments that maximize their engagement in the learning process. As academic curricula and faculty efforts are often stretched beyond full capacity, students must determine effective means of synthesizing, integrating, and evaluating imparted knowledge and skills with quick pace and high performance expectations. Study with Buddies (SWiB) forums allow Doctor of Physical Therapy students in different academic years to engage in review of classroom material and psychomotor skills under the advisement of faculty. Allowing students who have navigated beyond particular curricular benchmarks to mentor those currently in process not only fostered integration and retention of presented material for all participants, but also modeled the collaboration expected in the professional role of physical therapist. Peer mentors also provide support to clinic-naïve students participating in integrated clinical education (ICE) experiences. In no situation do peer mentors provide substituted clinical judgment for the participating student. Likert scale survey data regarding SWiB sessions identified 100% of respondents as “very likely” to attend and recommend future sessions; 96% to have improved study skills; 98% to have increased confidence; and 97% to have resolution of content uncertainties. ICE mentor survey data revealed 67% viewed the experience as value-added; 77% noted improved confidence being a mentor; and 66% favored serving as a mentor within their future professional role. Student-led initiatives promoting commitment to and enthusiasm for learning fostered a culture of collaboration that facilitated development of the essential leadership, organization, and communication skills required of future clinical practice.

Biography

Karla Ann Bell PT, DPT, OCS, OCS: Director of Clinical Education/Assistant Professor/Clinical Instructor at UD. Dr. Bell publishes and presents in clinical education, orthopedics, and geriatrics. She was the 2012 recipient of the APTA Signe Brunnstrom Award for Excellence in Clinical Teaching.

karlab@udel.edu