



Partnering for Success

Sabrina Altema PT, DPT

Board Certified Specialist in Orthopaedic Physical Therapy
Director of Clinical Education
Clinical Assistant Professor
Howard University

E. Anne Reicherter PT, DPT, PhD

Board Certified Specialist in Orthopaedic Physical Therapy
Certified Health Education Specialist
Adjunct Clinical Professor – Howard University
Education Consultant



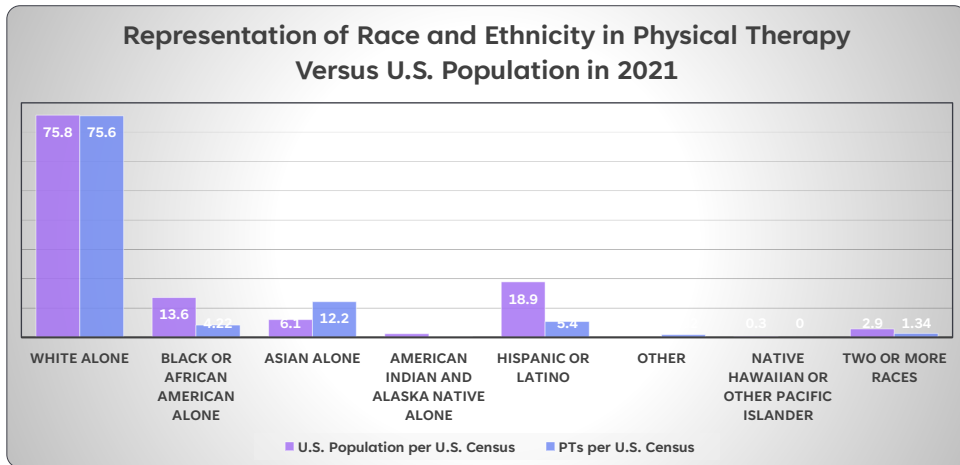
Why is Mentorship in Clinical Education Important?

Sabrina Altamirano, Howard University

Demographics

(Walker & Williams, 2022)

3

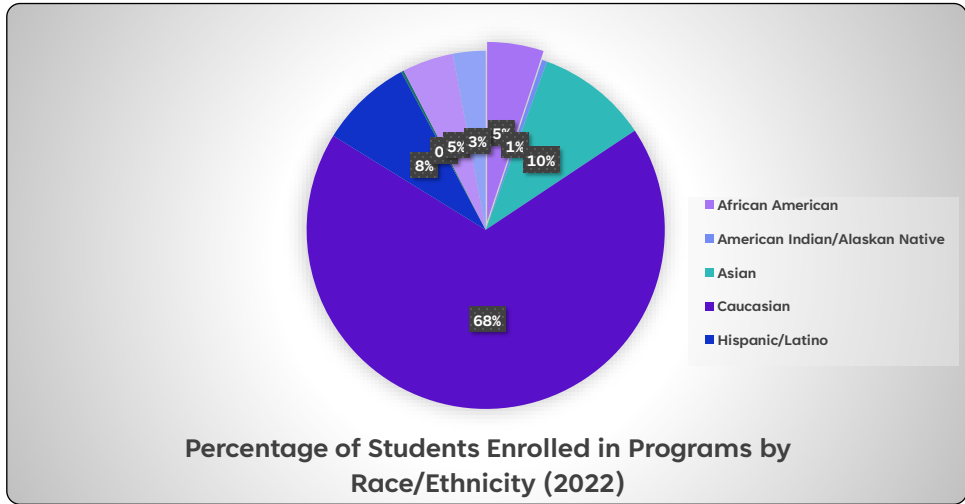


Sabrina Altema, Howard University

[APTA Physical Therapy Workforce Analysis](#)

Demographics

4



Percentage of Students Enrolled in Programs by Race/Ethnicity (2022)

Sabrina Altema, Howard University

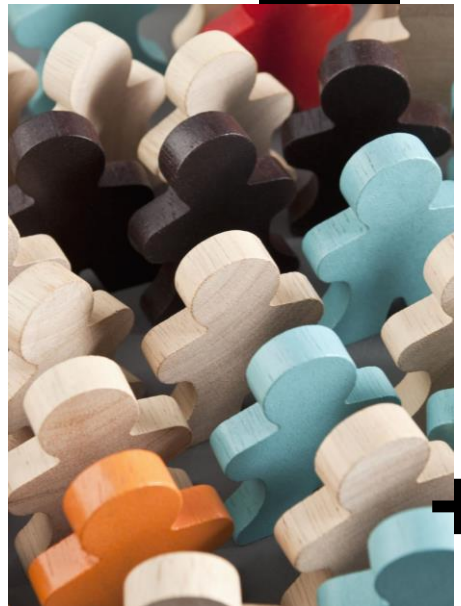
<https://www.capteonline.org/about-capte/data-and-research/aggregate-program-data>

URM Student Barriers

(Naidoo et al., 2020; Poole et al., 2023)

- Lack of representation
- Social and cultural isolation
- Racial/ethnic discrimination
- Language
- First generation
- Financial Burden

Sabrina Altema, Howard University





Sabrina Altema, Howard University

Learner Objectives

01

Reflect upon a previous mentor-mentee experience to ascertain successful and unsuccessful components

02

Describe the **types of data** that should be garnered from the mentee, mentor, clinic, and educational program

03

Formulate a plan on how to apply **scaffolding supports** in future mentor-mentee efforts

Think, Pair, Share

- **DCEs:** How do you assess compatibility between students and clinical instructors before clinical experiences?
- **CIs:** What strategies did you use to help students feel welcome in the clinic?
- **Students:** What strategies did your CI use to promote belonging and academic success in the clinic?

Sabrina Altema, Howard University



Cultivating Relationships

(Hernandez et al., 2017)

- Enhancement labs to develop PT/student relationships and rapport
- Relationship with CIs

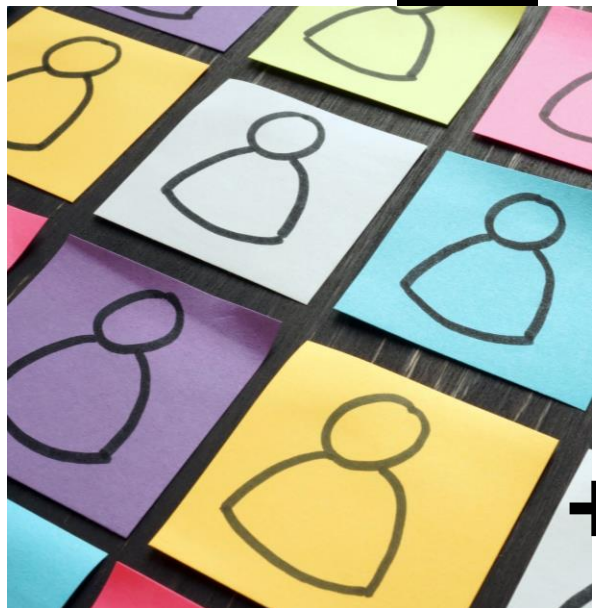
Sabrina Altema, Howard University



Cultivating Relationships

- Assessment of the clinical environment
 - Zoom meetings/assessments
- Student intake forms
 - Aptitude, clinical interests, hobbies, learning and teaching style, goals, racial and ethnic background, geographic location

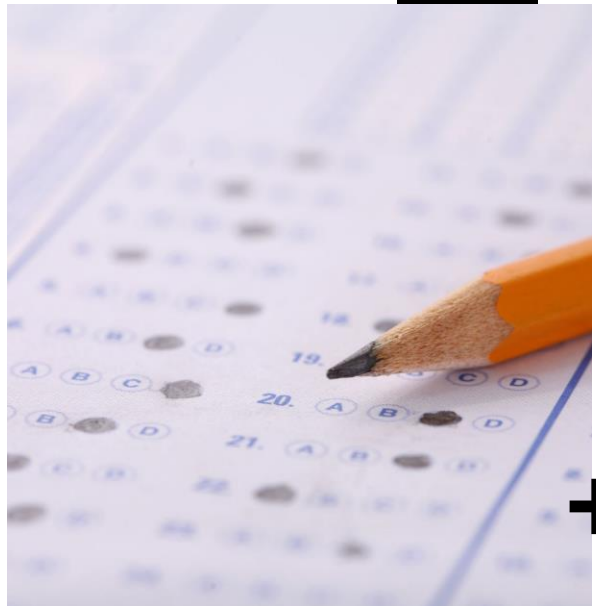
Sabrina Altema, Howard University



10

Managing Success

- CI & student feedback forms
- Student self-reflection forms
- Coaching for communication and conflict



Outcomes



"He's doing so great! He takes initiative and is willing to jump in without being asked, and with great confidence. Such a great dude. Thanks for pairing him with us; he'll fit in very well here."



"I also felt more confident in answering questions presented by Dr. XX. It is great working with Dr. XX because he is very encouraging and brings notice to some of the areas that I lack in using constructive criticism that feels reassuring, which makes for a great learning experience."



"It is close to home; I like the CI because she has a systematic approach"



"My CI does well with feedback every other day to inform me of my strengths and weaknesses and my comfort with the workload. My CI also had similar situations growing up in Brooklyn and in Caribbean households."

Outcomes



Experiences of tokenism



Experiences of social isolation and microaggressions with comments about the student's tone and perceived engagement.



"Treatment is hard, hands down, but I feel like it's harder, especially because I'm having a hard time connecting with my CI, so it's not the most enjoyable experience overall, to be honest."



Culturally Aware Mentorship

(Pfund et al, 2014; Byars-Winston et al, 2023; House et al, 2023)

- Expectations
- Professional development
- Effective communication
- Independence
- Understanding
- Ethical behavior
- Equity and inclusion

Sabrina Altema, Howard University

Partnering for Success

15



Program

Student

Clinical
Instructor



Sabrina Altama, Howard University

References

- American Physical Therapy Association. *A physical therapy profile: Demographics of the profession, 2021-2022: A report from the American Physical Therapy Association, July 2023*. <https://www.apta.org/apta-and-you/news-publications/reports/2023/physical-therapy-profile-demographics-profession-2021-22>
- Black, S., Byars-Winston, A., Cabrera, I. & Pfund, C. (2022). Enhancing research mentors' cultural awareness in STEM: A mentor training intervention. *Understanding Interventions Journal*, 13(1), 36522.
- Commission on Accreditation in Physical Therapy Education. *Aggregate Program Data: 2022 Physical Therapist Education Programs Fact Sheet. Student Data/Admissions*. <https://www.capteonline.org/about-capte/data-and-research/aggregate-program-data>.
- Hernandez, P. R., Estrada, M., Woodcock, A., Shultz, P. W. (2017). Protégé perceptions of high mentorship quality depend on shared values more than on demographic match. *The Journal of Experimental Education*, 85(3), 450-468. <https://dx.doi.org/10.1080/00220973.2016.1246405>
- House, S.C., Spencer, K. C. & Pfund, C. (2018). Understanding how diversity training impacts faculty mentors' awareness and behavior. *International Journal of Mentoring and Coaching in Education*, 7(1), 72-86. <https://doi.org/10.1108/IJMCE-03-2017-0020>
- Naidoo, K., Yuhaniak, H., & Abel, Y. (2020). An ecological systems approach to exploring facilitators and barriers to success for minority students enrolled in a doctor of physical therapy program. *Health Professions Ed*, 6, 394-405.

References

- Pfund, C., Sancheznieto, F., Byars-Winston, A., Zarate, S., Black, S., Birren, B., Rogers, J., & Asai, D. J. (2022). Evaluation of a culturally responsive mentorship education program for the advisers of Howard Hughes Medical Institute Gilliam Program Graduate students. *Life Science Education*, 21(50), 1-12. <https://doi.org/10.1187/cbe.21-11-0321>
- Pfund, C., Branchaw, J., & Handelsman, J. (2014). *Entering Mentoring*. W.H. Freeman & Company.
- Poole, A. K., Hibbard, S. T., Bell, K. A., Brown, D. S., Condran, C. & Covington, K. (2023). An exploration of doctor of physical therapy students' belongingness in clinical education: A validation study. *Journal of Physical Therapy Education*, 37(3), 211-219. <https://doi.org/10.1097/JTE.0000000000000292>
- Serrano, Y., Bowman Dalley, C. B., Crowell, N. A., & Eshkevari, L. (2023). Racial and ethnic discrimination during clinical education and its impact on the well-being of nurse anesthesia students. *American Association of Nurse Anesthetists Journal*, 91(4):259-266.
- Walker, V. P. & Williams, D. R. (2022). Restitution through equity-focused mentoring: A solution to diversify the physician workforce. *Frontiers in Public Health*, 10, 1-8. <https://doi.org/10.3389/fpubh.2022.879181>

