

DPT Service Learning through Peer-Mentoring: Students Helping Students

Service learning enhances communication skills, self-esteem, and aids in leadership skill development.

Peer mentoring relationships during graduate school can aid in developing strategic methods to prepare for rigorous curriculum content and can support reduction of stress related to unknown expectations

Research suggests that the **prevalence of stress is increasing** among students in higher education

Purpose: To determine if a collaborative mentoring seminar for Doctoral students will provide stress management for Cohort 1. Outcome measures recorded student perception of anxiety and stress. We believe this project will enhance student success by providing mentorship about rigorous graduate program expectations.



Fresno State DPT Students Cohort 1

Descriptive Characteristics
 n = 33
 Average Age: 26.7 yrs.
 Gender: M = 13 / F = 20
 Grad. School Enrollment:
 Cohort 1 (0 yr.) semester 1

GAD-7 (0-3)		PSS-10 (0-4)	
1. Feeling nervous, anxious, or on edge	1. How often have you been upset because of something that happened unexpectedly?	1. How often have you been upset because of something that happened unexpectedly?	1. How often have you been upset because of something that happened unexpectedly?
2. Not being able to stop or control worrying	2. How often have you felt that you were unable to control the important things in your life?	2. How often have you felt that you were unable to control the important things in your life?	2. How often have you felt that you were unable to control the important things in your life?
3. Worrying too much about different things	3. How often have you felt nervous and "stressed"?	3. How often have you felt nervous and "stressed"?	3. How often have you felt nervous and "stressed"?
4. Trouble relaxing	4. How often have you felt confident about your ability to handle your personal problems?	4. How often have you felt confident about your ability to handle your personal problems?	4. How often have you felt confident about your ability to handle your personal problems?
5. Being so restless that it is hard to sit still	5. How often have you felt that things were going your way?	5. How often have you felt that things were going your way?	5. How often have you felt that things were going your way?
6. Becoming easily annoyed or irritable	6. How often have you found that you could not cope with all the things that you had to do?	6. How often have you found that you could not cope with all the things that you had to do?	6. How often have you found that you could not cope with all the things that you had to do?
7. Feeling afraid as if something awful might happen	7. How often have you been able to control irritations in your life?	7. How often have you been able to control irritations in your life?	7. How often have you been able to control irritations in your life?
	8. How often have you felt that you were on top of things?	8. How often have you felt that you were on top of things?	8. How often have you felt that you were on top of things?
	9. How often have you been angered because of things that were outside of your control?	9. How often have you been angered because of things that were outside of your control?	9. How often have you been angered because of things that were outside of your control?
	10. How often have you felt difficulties were piling up so high that you could not overcome them?	10. How often have you felt difficulties were piling up so high that you could not overcome them?	10. How often have you felt difficulties were piling up so high that you could not overcome them?

PSS-10 Score Cohort 1	Pre (n = 33)	Post (n = 33)
Low (0-13)	N = 14	N = 14
Mod (14-26)	N = 17	N = 17
High (27-40)	N = 2	N = 2

GAD-7 Score Cohort 1	Pre (n = 33)	Post (n = 33)
Mild (0-5)	N = 15	N = 16
Mod (6-10)	N = 16	N = 14
Severe (11-21)	N = 2	N = 3

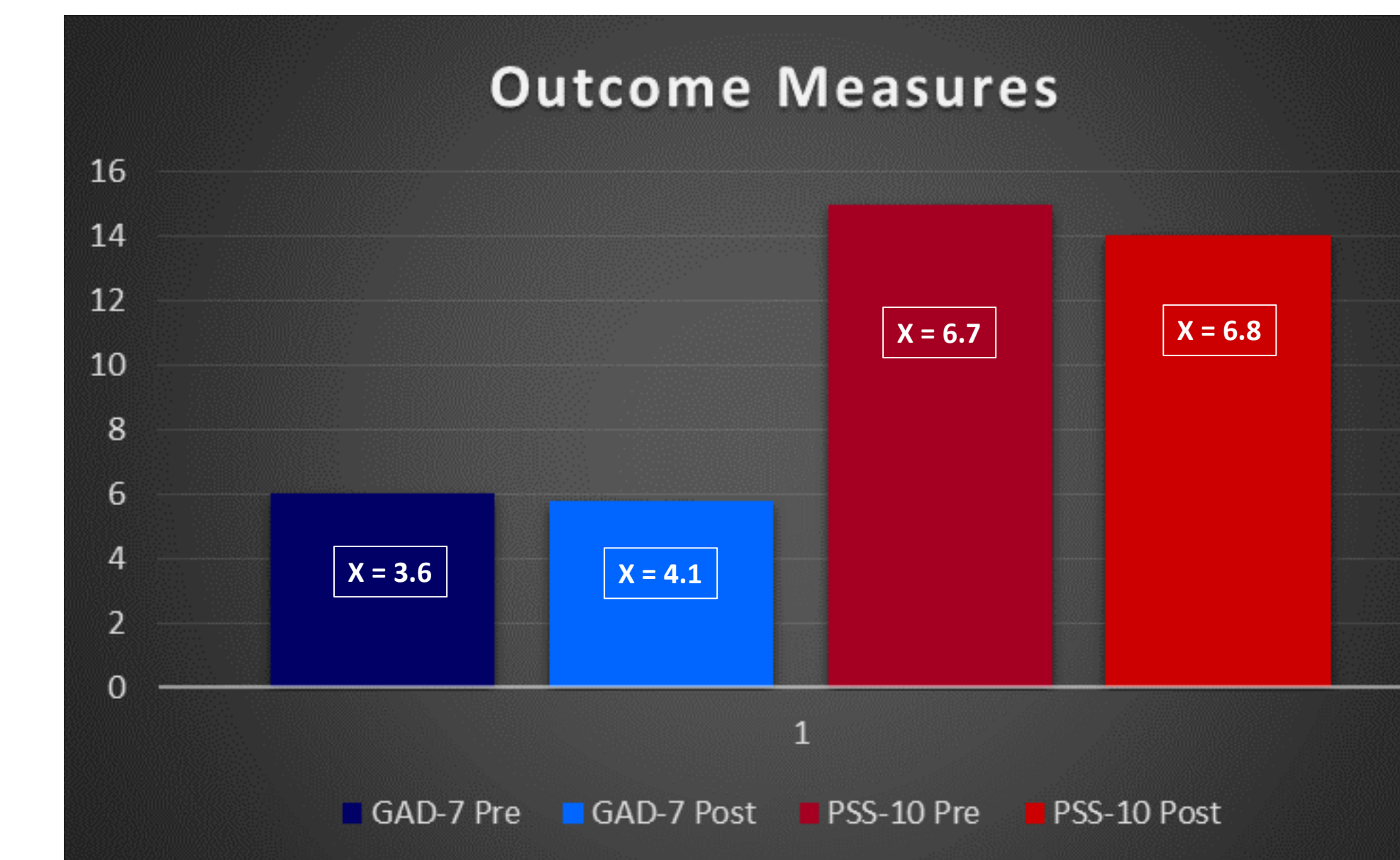
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Fresno State DPT Student Mentors Cohort 3

Results

- No significant difference for pre/post GAD-7
- No significant difference for pre/post PSS-10



Conclusion

- Although there was no statistical significance for reduction in stress or anxiety....there was no increase
 - Does "no increase" correlate to a positive intervention effect? Too early to identify
- Change time study administered
- Determine mentoring needs earlier
- Repeat measure across multiple cohorts
- Consider longer time frame for intervention
- Evaluate future outcome measures