Northeastern Ohio Universities College of Medicine began a new advising program called Professional Development Advising Teams (PDAT) in 1996. A small number of students (6 to 8) was grouped with 2 faculty members (medical school based and clinic based) and 1 peer mentor (an advanced year medical student) to make up 1 of 18 advising teams. This study evaluated the new program from the perspectives of faculty, peer mentor, and medical student. All of the participants from one PDAT team were interviewed, and the interviews were recorded and transcribed to identify qualitative themes related to advising. Looking at the program from the points of view of all participants provided a comprehensive picture of the advising relationships that developed over the 3 years of medical school. It was apparent that a continuous advising program of this sort provided opportunities for students and faculty to build bridges between academic and professional knowledge and between personal and professional identity. The bridge serves as an appropriate metaphor for this program. (Contains 10 references.) (SLD)
Building Bridges: Professional Development Advising Teams
Denise D. Gibson, M.S.S.A.
Northeastern Ohio Universities College of Medicine

Poster Presentation at Central Group on Educational Affairs,
Association of American Medical Colleges, March 25-28, 1999,
Kansas City, Missouri
Building Bridges: Professional Development Advising Teams
Denise D. Gibson, M.S.S.A.
Northeastern Ohio Universities College of Medicine

Purpose
Northeastern Ohio Universities College of Medicine began a new advising program called Professional Development Advising Teams (PDAT) in 1996. A small group of first year medical students (6-8) were grouped together with two faculty members (medical school-based and clinical-based) and one peer mentor (an advanced year medical student) to comprise one of eighteen advising teams. These students worked with the same advising team during the duration of their medical school years. The purpose of this research study was to evaluate the new advising program after three years of experiences, from three perspectives: Faculty, Peer Mentor, and Medical Student.

Methods
All of the participants in one Professional Development Advising Team were interviewed regarding their experiences with advising. The interviews with the participants were recorded, transcribed and qualitative themes regarding advising were identified. A comparison of these themes from the three advising perspectives was also identified.

Additional sources of information for triangulation purposes included:

- The number of times the Advising Team met:
  - 11/1/96 (M1 Year Term 1)
  - 2/5/97 (M1 Year Term 2)
  - 5/19/97 (M1 Year Term 3)
  - 11/5/97 (M2 Year Term 1)
  - 4/20/98 (M2 Year Term 3)
  - 2/24/98 (M3 Year Term 2)

- The Amount of Money Spent on Advising Activities - $500

- Names of Team Members Who Participated in Each Meeting

- Peer Mentor Schedule and List of Activities for 1996/1997
  - Peer Group Team Meeting #One 8/30/96 Introduction
  - Peer Group Team Meeting #Two 9/16/96 Classes & Professors
  - Peer Group Team Meeting #Three 9/23/96 Student Resources
  - Peer Group Team Meeting #Four 10/7/96 Study & Time Management
  - Peer Group Team Meeting #Five 10/14/96 Stress Management
  - Peer Group Team Meeting #Six 11/4/96 Professionalism
  - Peer Group Team Meeting #Seven 11/18/96 Term 1 Exams
  - Peer Group Team Meeting #Eight Term 2 Term two Classes & Exams
  - Peer Group Team Meeting #Nine Term 3 Term three Classes & Exams
CONCLUSIONS

Advising From Three Perspectives

<table>
<thead>
<tr>
<th>Medical Students (N=4)</th>
<th>Peer Mentor (N=1)</th>
<th>Faculty Advisors (N=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Classes</td>
<td>Encourages Study Habits</td>
<td>Review Academic Progress</td>
</tr>
<tr>
<td>Recommended Resources</td>
<td>Recommends Books/Faculty/Staff</td>
<td>Discuss Time Management</td>
</tr>
<tr>
<td>Preparation for NBME</td>
<td>Provides Tutoring</td>
<td>and Stress Management</td>
</tr>
<tr>
<td><strong>Personal Advising</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support to/from Classmates</td>
<td>Conveys &quot;You are not alone,&quot;</td>
<td>Include Significant Others</td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>&quot;You can contact me anytime&quot;</td>
<td>Initiate Counseling at &quot;Key Points&quot;</td>
</tr>
<tr>
<td>Group Similar Students Together</td>
<td>Shares Similarities in Common</td>
<td>Shares Personal Stories</td>
</tr>
<tr>
<td><strong>Professional Advising</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Hospital Setting</td>
<td>Focuses on Patient Care</td>
<td>Give Advise and Offer Options</td>
</tr>
<tr>
<td>Fellowship Opportunities</td>
<td>Shares Fellowship Experiences</td>
<td>Provide Shadowing/ Fellowship</td>
</tr>
<tr>
<td>Career Options/Choices</td>
<td>Answers Questions</td>
<td>Professional Consult/Referral</td>
</tr>
<tr>
<td><strong>Advising Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend &amp; Participate in Meetings</td>
<td>Available for Communication (E-Mail)</td>
<td>Attends Meetings Regularly</td>
</tr>
<tr>
<td>Open to Advising Relationships</td>
<td>Stays on the Same Level</td>
<td>Develop Trusting Relationships</td>
</tr>
<tr>
<td>Honesty and Patience</td>
<td>Stresses Team-Work</td>
<td>Convey Encouragement</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Meetings with Advisors</td>
<td>Provide Feedback about Mentoring</td>
<td>Assist in Scheduling Meetings</td>
</tr>
<tr>
<td>Expand Role of Clinical Advisor</td>
<td>Give Students Chance to Chose Advisors</td>
<td>Increase Time with</td>
</tr>
<tr>
<td>Get to Know Students as People</td>
<td>Continue Providing Funds for Meetings</td>
<td>Coordination Between Advisors</td>
</tr>
</tbody>
</table>

Looking at an advising program from the point of view of all participants provided a more comprehensive picture of the advising relationships which developed over the three years of medical school. Comparing the three perspectives of advising with one another provided a more complete evaluation of this new advising program. Understanding advising relationships provided information for program evaluation, and faculty and student development.
Educational Significance
Continuous advising programs, which include academic and clinical faculty, along with peers in the advising role, provide opportunities for students and faculty to build bridges between academic and professional knowledge and between personal and professional identity. It also provides opportunities for students, faculty and staff to learn about the advising process.

The Bridge as Metaphor is used throughout this poster and in this advising program to convey the connections that are made between:

- people (students, medical school faculty, clinical faculty, and staff)
- knowledge (academic, personal and professional)
- identity (student, faculty, professional)
- forms of advising (academic, personal, professional, and process)

The Bridge as Metaphor is apt because it also conveys a connection to the professional literature about advising:


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