

Jumper J, Brock H, Cook S, Graves C, Wong N. PHYSICAL THERAPY CLINICAL INSTRUCTOR IMPRESSIONS OF STUDENT VIDEO VS PAPER BIOSKETCHES IN THE CLINICAL EDUCATION SETTING. Hardin-Simmons University Department of Physical Therapy, Abilene, TX.

PURPOSE: To determine if (1) a video or paper biosketch, and (2) the Gregorc Thinking Style and True Colors Assessments were beneficial to Clinical Instructors (CIs) for individualizing the clinical education experience for student physical therapists (SPTs). **SUBJECTS:** CIs in various settings over four clinical rotations of 26 SPTs were invited to participate in this study (n=104). **METHODS:** For each of the four clinical rotations, CIs were randomly selected to receive either a paper or video biosketch of their prospective student. During the last week of the rotation, the CIs received and voluntarily completed the *HSU Clinical Instructor Biosketch Survey* via SurveyMonkey. The survey included demographic questions along with 8 statements asking the CI to rate the helpfulness of the biosketch components using a 7-point Likert Scale. Descriptive statistics were used to determine the distribution of demographic data. A Mann-Whitney U Statistical Analysis (SPSS 25.0) was computed to determine if there was a significant difference in the level of agreement for the 8 statements between CIs who received paper and those who received video biosketches. The alpha level was set at 0.05. **RESULTS:** Five CIs received neither a paper nor video biosketch and were eliminated from the statistical analysis. A total of 33 CIs (paper = 18, video = 15) completed the online survey for a response rate of 33.3%. All respondents had more than 2 years of experience and represented outpatient (33.3%), acute (27.3%), neuro rehab (24.2%), other (9.1%) and pediatric (6.1%) settings. The CIs that received paper biosketches reported a significantly higher level of agreement with statements related to the biosketch being professional and beneficial in designing their clinical instruction, and the personal information, i.e, Gregorc Learning Style and True Colors Assessments helpful for teaching/mentoring their students. **CONCLUSIONS:** CIs preferred paper biosketches over video biosketches for personalizing and optimizing the education experience for students. This may be due to the ease of access and ability to easily refer to the paper version during the clinical rotation. **CLINICAL RELEVANCE:** CIs play a significant role in shaping the clinical skills of their students. For this reason, the opportunity to create an optimal and personalized learning environment should be a goal in clinical education settings. These results suggest that a paper biosketch is helpful for communicating SPTs' personality information to the CI. However, little information on this topic exists, and more research is needed to further improve the quality of the clinical education experience.