ASSESSMENT OF LEADERSHIP ACROSS THE DOCTOR OF PHYSICAL THERAPY CURRICULUM

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Overview of Presentation

This presentation will focus on our efforts to develop a series of quantitative and qualitative assessments addressing the effectiveness of learning opportunities and associated learning outcomes related to the development of leadership across the DPT curriculum.
Overview of Process

1. Define leadership
2. Determine desirable skills and attributes needed for effective leadership
3. Identify outcomes for leadership development
4. Identify/develop assessments for leadership development
5. Administer assessments for leadership development
6. Analyze data across semesters
7. Review & revise tools used for assessment, as needed
Define Leadership

A process whereby an individual influences a group of individuals to achieve a common goal.

A collective human process, best described as what is done to set direction, achieve alignment, and get commitment.
Determine Leadership Attributes & Skills

1. Health Leadership Competency Model
2. Service Leadership
3. Culturally Competent Leadership
4. Ethical Leadership
5. Leader in Social Justice
Determine Leadership Attributes & Skills

Health Leadership Competency Model

- **3 domains**
  - **Transformation**
    - Visioning, energizing, and stimulating a change process
  - **Execution**
    - Translating vision and strategy into optimal organizational performance
  - **People**
    - Creating an organizational climate that values employees

- **26 competencies**
Determine Leadership Attributes & Skills
Service Leadership

A philosophy and set of practices that enriches the lives of others, builds better communities, and, ultimately, creates a more just and caring world.

Listening
Empathy
Persuasion
Awareness
Interpersonal Understanding
Stewardship
Healing
Community Building
Conceptualization
Foresight
Determine Leadership Attributes & Skills
Culturally Competent Leadership

**Cultural awareness:** Intentional about developing their cultural competence through culture-specific training and practice with others (mindful & courageous)

**Cultural sensitivity:** Instill sensitivity, appreciation, tolerance, inclusiveness, and respect for others and diversity.

**Cultural adroitness:** Model culturally appropriate behaviors; acting in ways that are appropriate and relevant to those being led and managed (transparent in decision making).
Determine Leadership Attributes & Skills
Ethical Leadership & Leaders in Social Justice

**Ethical leadership:**
Directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness.

**Leader in social justice:**
Ensuring that everyone has equal access to healthcare services.
Determine Leadership Attributes & Skills
Key Physical Therapy Leadership Skills

<table>
<thead>
<tr>
<th>PERSONAL LEADERSHIP:</th>
<th>INTER-PERSONAL LEADERSHIP:</th>
<th>COMMUNITY LEADERSHIP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Interpersonal Understanding</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>Teamwork</td>
<td>Service-Orientation</td>
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<tr>
<td>Cultural Competence</td>
<td>Talent Development</td>
<td>Information Seeking</td>
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<td>Ethics</td>
<td>Relationship Building</td>
<td>Community Orientation</td>
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<td>Accountability</td>
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<td>Community Building</td>
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<tr>
<td>Professionalism</td>
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<td>Innovative/Visionary</td>
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</table>
COMMUNITY LEADERSHIP
Advocacy, Service Orientation, Information Seeking, Community Orientation, Community Building, Innovative/Visionary

INTER-PERSONAL LEADERSHIP
Interpersonal Understanding, Teamwork, Talent Development, Relationship Building

PERSONAL LEADERSHIP
Communication, Emotional Intelligence, Cultural Competence, Ethics, Accountability, Professionalism
Identify Outcomes for Leadership Learning Objectives Across Professional & Leadership Series

*Program graduates will demonstrate active engagement and leadership in professional and community arenas.

Course Learning Objectives:
- Solve communication problems
- Build professional relationships
- Provide culturally competent physical therapy services
- Provide consultation within boundaries of expertise
- Advocate for changes
- Develop creative solutions or adapt previous solutions in new ways
Identify vs. Develop Assessments
Considerations

1. Identification of valid and reliable measures
2. Selection based upon leadership skills & attributes measured
3. Time for administration (in-class vs. out-of-class time)
4. Cost to DPT Program (availability, cost, time for training)
5. Cost to student
6. Ease of interpretation
7. Multiple perspectives (self, peer, simulated/actual clients, faculty, clinical instructors)
Identify vs. Develop Assessments for Leadership Development

Types of Leadership Assessments

<table>
<thead>
<tr>
<th>External</th>
<th>Peer</th>
<th>Self</th>
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<tbody>
<tr>
<td>• Communication</td>
<td>• Leadership</td>
<td>• Leadership</td>
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<td>• Accountability</td>
<td>• Teamwork</td>
<td>• Communication</td>
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<td>• Professionalism</td>
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<td>• Ethics</td>
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</tbody>
</table>

- Leadership
- Teamwork
- Communication
- Ethics
- Service
- Cultural Competency
- Emotional Intelligence

LEADERSHIP ASSESSMENT ACROSS THE DPT CURRICULUM
Administer Assessments: Self, Peer, and External Assessments Across Semesters

<table>
<thead>
<tr>
<th>Skill</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 5</th>
<th>Semester 9</th>
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<tr>
<td>Self</td>
<td>Leadership</td>
<td>Leadership Survey</td>
<td>Leadership Survey</td>
<td>Leadership Communication</td>
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<td>Communication (Patient)</td>
<td>Communication Accountability</td>
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<td>Cultural Competency (Clinical Instructor)</td>
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<td>Cultural Competency (Clinical Instructor)</td>
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Administer Self Assessments
Example: Leadership Self-Assessment

For each attribute/behavior/skill listed below, please indicate both of the following:

1. Your current ability in relation to the attribute/behavior/skill
2. The importance of the attribute/behavior/skill in relation to leadership

### 3. Seeking feedback

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### 4. Communicating with coworkers

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### 5. Facilitating discussion

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### 6. Taking charge

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<td>Importance</td>
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</table>
Administer Self Assessments
Example: Servant Leadership Assessment

Survey Monkey Question: “Rate yourself on each of the following servant leader characteristics using scores ranging from ‘0 = No ability’ to ‘10 = Extremely capable.’”

1. Listening
2. Empathy
3. Healing
4. Awareness
5. Persuasion
6. Conceptualization
7. Foresight
8. Stewardship
9. Commitment to Growth of Other
10. Community Builder
Administer Self Assessments
Example: Cultural Competency Leadership Assessment

Survey Monkey Question: “What types of talents, skills, experiences, or knowledge do you offer your team members in terms of cultural competence? Please check all that apply.”

- I am motivated to learn more about other cultures.
- I am generally open to others from other cultures
- I speak and/or read a foreign language
- I have visited other cultures
- I am familiar with the LEARN model of cultural competency
Administer Self Assessment
Example: Leadership Reflection

“In 1-2 sentences, please reflect on your development as it relates to the healthcare leadership skills listed below. Give specific examples of any learning experiences from this class, other DPT courses, or DPT-related events this semester that have contributed to each of the following healthcare leadership skills:” (Examples of skills below)

**Innovative Thinking:** The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.

**Talent Development:** The drive to build the breadth and depth of the organization’s human capability, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.
Administer Peer Assessments
Example: Peer Assessment of Leadership

This person exhibited the following skills: *(Check all that apply.)*

<table>
<thead>
<tr>
<th>Performance Factor:</th>
<th>Criteria:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship with others</strong></td>
<td>Conducts work in a cooperative manner</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Solicits input</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Offers assistance/encourages others, as needed</td>
<td>1</td>
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<tr>
<td></td>
<td>Builds team commitment</td>
<td>1</td>
</tr>
<tr>
<td><strong>Conflict management</strong></td>
<td>Is aware of conflict</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Identifies factors causing conflict</td>
<td>1</td>
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<tr>
<td></td>
<td>Manages personal conflict</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Manages conflict between others</td>
<td>1</td>
</tr>
</tbody>
</table>
Administer Peer Assessments

Example: Peer Assessment of Leadership

Example #1: In terms of teamwork, this person was:
- The best collaborator
- The most creative person
- The least reliable
- The most resourceful
- A visionary
- The person I would choose as my leader in a clinical setting

Example #2: Please list at least one person who you believe EXCELS in professional behaviors and leadership, based upon teamwork, observations in lecture and lab, and discussions. These people could be considered for specialty clinics that are not open to most PT students. You may list your own name if you believe you have strong interests, a solid foundation, and can adapt to the multiple challenges in specialized care.
Administer External Assessments

Example: External Feedback on Communication Skills

How would you rate your therapist on the following:

(1 = not pleased, 3 = average, 5 = excellent)

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established and maintained rapport</td>
<td></td>
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<td></td>
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<tr>
<td>Actively listened</td>
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<tr>
<td>Demonstrated empathy</td>
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<tr>
<td>Demonstrated confidence</td>
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<tr>
<td>Used appropriate body language</td>
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<tr>
<td>Elicited information clearly, effectively</td>
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</table>

How likely are you to recommend this therapist to friends or family?

Not at all       Somewhat unlikely       Likely       Absolutely
Administer External Assessments
Example: External Feedback on Professional Behavior

PROFESSIONAL PRACTICE
PROFESSIONAL BEHAVIOR

2. Demonstrates professional behavior in all situations.

SAMPLE BEHAVIORS

a. Demonstrates initiative (e.g., arrives well prepared, offers assistance, seeks learning opportunities).
b. Is punctual and dependable.
c. Wears attire consistent with expectations of the practice setting.
d. Demonstrates integrity* in all interactions.
e. Exhibits caring*, compassion*, and empathy* in providing services to patients.
f. Maintains productive working relationships with patients, families, CI, and others.
g. Demonstrates behaviors that contribute to a positive work environment.
h. Accepts feedback without defensiveness.
i. Manages conflict in constructive ways.
j. Maintains patient privacy and modesty.
k. Values the dignity of patients as individuals.
l. Seeks feedback from clinical instructor related to clinical performance.
m. Provides effective feedback to CI related to clinical/teaching mentoring.

Rate this student’s clinical performance based on the sample behaviors and comments above:

Beginning Performance | Advanced Performance | Intermediate Performance | Advanced Performance | Entry-level Performance | Beyond Entry-level Performance

Significant Concerns: If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm  Final
Analyze Data across Semesters:
Leadership Self-Assessment Outcomes

Outcomes Across First 2 Years

- Self-awareness of own strengths and weaknesses
- Seeking feedback
- Facilitating discussion
- Developing and building teams
- Visioning
- Advocating for the greater good

Semester 2, Semester 4 Pre, Semester 4 Post
Analyze Data across Semesters
Leadership Reflections

**Innovative Thinking:** The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.

“I think this is a skill that was really promoted this semester with the development of community programs to identify balance deficits. I was able to use some creativity and innovation to help organize this event.”

**Collaboration:** The ability to work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to get its mission accomplished.

“I liked that we worked so much with our teams this semester. It gave us a good chance to get to know each other’s learning and leadership styles better than if we had had different groups for each project. We had the opportunity to face our own conflicts and resolve them instead of just dealing with unrest until the project was done. I also enjoyed working outside the classroom with my classmates in the Fall Prevention Day event. I believe that our group showed some great teamwork.”
Analyze Data across Semesters
Leadership Reflections

**Professionalism:** The demonstration of ethics and professional practices, as well as stimulating social accountability and community stewardship. The desire to act in a way that is consistent with one’s values and what one says is important.

“More than anything I believe that social modeling that occurs on a daily basis by the instructors in this program has had the biggest effect on my own level of professionalism. While the APTA [American Physical Therapy Association] learning modules are helpful, I feel as though nothing comes close to observing the actions of PT faculty and learning and growing through their example.”
Analyze Data across Semesters:
Peer Assessment of Leadership

<table>
<thead>
<tr>
<th></th>
<th>Sem 4 - Sept</th>
<th>Sem 4 - Dec</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>3.95</td>
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<tr>
<td>Attitude</td>
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<tr>
<td>Dependability</td>
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<td>Initiative</td>
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<tr>
<td>Quality of Work</td>
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<td>3.95</td>
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<td>Conflict Management</td>
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<td>Effective Communication</td>
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</table>
Analyze Data across Semesters: Peer Assessment of Leadership

Please list at least one person who you believe EXCELS in professional behavior and leadership, based upon teamwork, observations in lecture and lab, and discussions. These people could be considered for specialty clinics that are not open to most PT students. You may list your own name if you believe you have strong interests, a solid foundation, and can adapt to the multiple challenges in specialized care.

“[Student’s name]—I believe this because, although she sometimes doesn’t believe in herself, she is someone I trust and would listen to. She has the leadership qualities I look for in a leader, co-worker, and friend.”

“I believe [Student’s name] has the capability to do well in a specialty clinic based upon her excellent listening skills and the work ethic evident in her schoolwork and her service to others.”
Analyze Data across Semesters:
CPI Outcomes
Recommendations

1. Clearly define your outcomes
2. Clearly define terms related to skills you are assessing
3. Consult with other experts & current literature
4. Use multiple perspectives (e.g., self and external)
5. Use multiple types of assessments (e.g., surveys and reflections)
6. Track same dimensions/criteria/competencies across time
7. Be flexible
8. Assess ceiling effect and sensitivity of measures
Questions?

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References


References


