

Health Professions Education Institute (HPEI)

Title: Developing a Language of Leadership to Respond to the Interprofessional Leadership Needs of Healthcare Trainees

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Background: Personal and professional development (PPD) constitutes a key aspect of medical training and is encompassed in the 9th Entrustable Professional Activity (EPA) expected of graduating students. In 2017 we implemented a 12-month interprofessional leadership certificate program built on a framework of PPD. The program supports the character development of trainees by linking professional development to leadership behaviors in four domains: how to lead with patients, peers, providers, and as policy advocates.

Objectives: To determine whether this 12-month leadership certificate program improves student knowledge of their leadership strengths, enhances leadership skills, and allows them to gain insight into their character development.

Methods: A sequential mixed methods study was designed. Pre and post-course surveys assessed change in students' knowledge of leadership strengths including: personal strengths, authentic leadership, and team leadership (5-point Likert scale). Leadership skills were assessed by pre and post-course Leadership Practices Inventory instrument self-assessment and observer assessment. Qualitative feedback was assessed before and at program end to explore changes in student perceptions of character development, impact on future career aspirations, and satisfaction with program. Student's t-test was used to compare scores pre vs post-program; content analysis performed of open-ended feedback.

Results: In the first year, 37 students were enrolled; 59% female; 24 MD, 7 PA, and 4 CRNA students, and 1 pharmacy resident; 89% were in their clinical training. Students' knowledge of leadership strengths, authentic leadership and team leadership significantly improved following each training

session (all $p < 0.001$). Changes on the LPI-self assessment and LPI-observer assessment showed significant increases in two leadership practices including *Model the Way* (11% increase, $p < 0.05$) and *Inspire a Shared Vision* (18%, $p < 0.05$). Students gained character development insights with their dominant leadership traits reshaping from *listening, supportive, and empathetic* to *active listening, organized* and *communicator*. Several themes were identified in student feedback including increased self-awareness, new approaches to interacting with patients and colleagues, and enhanced ability to tailor their mentee experience.

Conclusion: Providing students with a taxonomy to describe their professional identity through leadership strengths provided new insights into PPD character development and could be a model for promoting EPA 9 in health professions curricula.