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

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Co-Authors: Kristina Natt och Dag PhD, MD, Roy Strowd MD, MS, MEd

Wake Forest School of Medicine
Passionate about Healthcare Leadership

• My passion for leadership stems from…
Objectives

Overview
Background and history of PPD* and leadership program framework

Program
Outline key components of the leadership program

Methods
Explain assessment of the leadership knowledge, skills, and behaviors

Outcomes
Present student outcomes

Insights & Future
Conclude program insights and potential future directions

* Personal and Professional Development (PPD)
Leader Identity leads to Character Development

Strong resilient professional and personal healthcare leaders

Knowledgeable
Skillful
Ethical & Moral Intent
Core Topics

Workshop #1
Individual strengths

Session #2
Authentic leadership

Session #3
Leading in society

Session #1b
Apply leadership strengths

Session #2b
Apply authentic leadership

Session #4
Team leadership

1 year program

Slide by Dr. Roy Strowd and Dr. Kristina Natt och Dag
Student focused leadership development

Four P’s of leadership focus on skills needed in team-based care & advocacy

Patients

Lead Patients to change

Peers

Lead Peers in mentorship

Providers

Lead within the interProfessional team

Policy

Lead little “p” Policy change

Slide by Dr. Roy Strowd and Dr. Kristina Natt och Dag
Assessment of Leadership Program

• Knowledge/Learning
  • Retro pre- and post-surveys to assess changes in student’s self-reported knowledge of leadership strengths

• Skills
  • Self-reported pre- and post-program Leadership Practices Inventory (LPI) instrument for leadership skills

• Behaviors
  • Observer-reported pre- and post-program Leadership Practices Inventory (LPI) instrument for leadership behaviors

• Program insights
  • Qualitative feedback

Model the Way
Inspire a Shared Vision
Challenge the Process
Enable Others to Act
Encourage the Heart
Outcomes

- 89% of participants were in clinical training

<table>
<thead>
<tr>
<th>Trainee Type</th>
<th>N</th>
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<tbody>
<tr>
<td>MD students</td>
<td>24 (65%)</td>
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<tr>
<td>PA students</td>
<td>7 (19%)</td>
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<tr>
<td>CRNA students</td>
<td>4 (11%)</td>
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<tr>
<td>Pharm resident</td>
<td>1 (5%)</td>
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Significant Increase in Knowledge and Learning

* P <0.001
Leadership Practices Inventory

- Significant increase in
  - Model the way
  - Inspire a shared vision
Leadership Practices Inventory

Self-eval

Observer Eval

* P <0.05
Self-reported Leadership Skills

Before

After
Student Feedback Themes

New approaches to interacting with patients and colleagues

“I learned how to work on communicating better with friends and colleagues who are different types of leaders.”

“I'll also be more aware of how other colleagues/patients/friends are demonstrating to me what their preferred style of interaction is so that I can try to best communicate and listen to them.”

Increased self awareness

“Knowing more about my strengths will help me utilize them more effectively and better judge when I need to channel certain skills”

“By knowing my natural tendencies, I am more aware of what might be the cause of if something is working well...or if something is not going well...and should instead try a different approach.”

Enhanced ability to tailor mentee experience

“I will be aware of how the various people in the group learn and interact and I will tailor my communication style to best help them. I want to be the most effective leader for them, and I understand that means different things to each of the mentees in the group.”

“In my interactions from now on I will now have a toolbox of communication tools that I can use to strengthen my relationships and become a better mentor.”
Lessons Learned

• The training is applicable to patient care
• Providing students with a taxonomy to describe their professional identity through leadership strengths provided insight into PPD character development
• This could be a model to promote EPA 9 in health professions curricula
• Continue to implement our student focused leadership program
• Exemplify the value of using leadership identity to promote healthcare character development
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References


