


LEADERSHIP THROUGH UNCERTAINTY

Requires Grit, Integrity, Vulnerability, and by Example (GIVE)

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The University of North Carolina at Chapel Hill



**DIVISION
OF PHYSICAL
THERAPY**

Celebrating the past. Embracing the future.

1

Acknowledgements



Penny G. Kroll, PT, PhD




Scott Davis, PT, MS, EdD





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Congratulations!



Congratulations to the Marshall University School of Physical Therapy!

The Commission on Accreditation in Physical Therapy Education (CAPTE) made the decision to Reaffirm Accreditation of our School of Physical Therapy for 10 years. This official notice was provided on May 28, 2020.

Learn more about our DPT program by visiting www.marshall.edu/physicaltherapy



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Marshall DPT Students



SCHOOL OF PHYSICAL
THERAPY
ORIENTATION
Class of 2023





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Marshall DPT Students

	Class of 2021	Class of 2022	Class of 2023
Overall GPA	3.57	3.54	3.56
Science GPA	3.45	3.44	3.38
PreReq GPA	3.52	3.48	3.45
Verbal GRE	150	149	150
Quantitative GRE	150	151	148
Analytical/Writing GRE	3.8	4.0	3.9
Male/Female (%)	46/54	45/55	33/67
WV – non-WV (%)	22/78	40/60	40/60
Non-Cognitive Traits	?	?	?

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Non-Cognitive Traits

- You've got the "cognitive traits"
 - » GPA
 - » GRE scores
- But do you have grit?
 - » Passion
 - » Perseverance for LTGs





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Getting to Your Goal



Have you thought about what it's going to take for you achieve your goals while negotiating the challenges of these next few years?

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Current Events

- COVID-19 has upset our way of life in the US. It has killed > 409,000 people worldwide. It has changed our education system and caused economic hardships. It also creates new opportunities for physical therapy.
- Racism has been with us for ~500 years, when the first slaves were brought to the Americas.

“There is nothing healthy about racism. It's a disease of the heart and mind that has infected not just people but customs, systems, and laws. There is no vaccine. We must be the cure.”

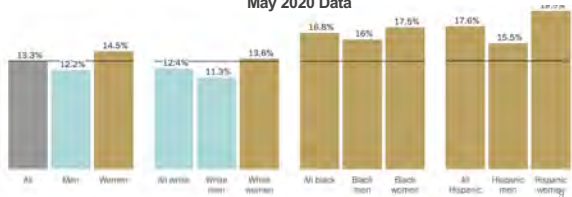
Sharon Dunn, APTA President, 2020 8

Societal Inequities and Health Disparities Exposed

Minority Workers Who Lagged in a Boom Are Hit Hard in a Bust

African-Americans and Latinos are especially vulnerable to job losses in the pandemic and at a disadvantage in getting government support.

May 2020 Data

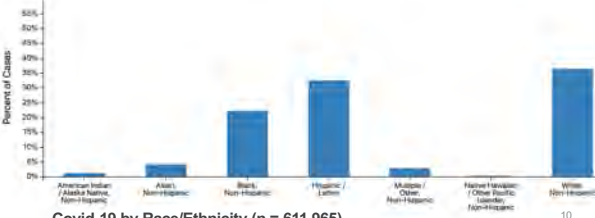


Demographic Group	Percentage
All	13.3%
Men	12.2%
Women	14.5%
All ethnic	12.4%
White men	11.3%
White women	13.6%
All black	18.8%
Black men	16%
Black women	17.8%
All Hispanic	17.6%
Hispanic men	15.5%
Hispanic women	19.7%

The New York Times

Societal Inequities and Health Disparities Exposed

Blacks and Hispanic/Latino are Minorities Yet Have Higher % Cases of COVID-19




Covid-19 by Race/Ethnicity (n = 611,965)

Data from the CDC accessed 6/2/2020

How will you sustain focus?

- Do you have the *passion* and *perseverance* to attain your goals despite setbacks, failures, and competing pursuits?



From Eskreis-Winkler, Gross, and Duckworth, 11

Questions to Ask Yourself:

- Are you motivated by the *meaning* of what you are learning or doing?
- Do you tend to be *optimistic*?
 - » Do you consider a setback to be *specific* and *reversible*?
- Do you invest *high quality effort* in your studying or work?

IF SO, YOU MOST LIKELY HAVE **GRIT**

From Eskreis-Winkler, Gross, and Duckworth, 12

You Can Measure Your Grit

- Online Scale: <https://angeladuckworth.com/grit-scale/>
- My score 3.8/5.0 (> 50% American adults)

Mean Grit Scale

How much do you agree or disagree with the following statements? (1 = Strongly Disagree, 5 = Strongly Agree)

1. I am very interested in the long-term goals I have set for myself.
2. I am very interested in the long-term goals I have set for myself.
3. I am very interested in the long-term goals I have set for myself.
4. I am very interested in the long-term goals I have set for myself.
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Career Path

Expected career path

Reality

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My Career Path

From Here

To Here

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Obstacles/Setbacks	Accomplishments
• WV stereotypes	• PT School Acceptances
• Gender stereotypes	• PhD degree
• Mentor at Va Tech	• OSU Tenure & Director
• Divorce	• Creighton Chair
• Reframe Goals	• UNC Director

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True Grit – “Week 1” of COVID-19

Annual Guatemala Service trip: March 10th to 18th
Border closed on March 16th

The Daily Ear Hear!

Roller coaster of emotions:
How UNC students and faculty got stranded in Guatemala.

THE NEW YORK TIMES

EASTERN


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What will you look like after giving it your all?

Sunday, March 22, 2020
7 am
Rebooking final flights home from Miami to Raleigh

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Letter from the “Guatemala 7” Students



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Building Grit

- Believe that you can achieve your goals.
 - » Not... “I’m not smart enough to learn biomechanics. I was never good in math or physics”
 - » Instead... “Biomechanics is foundational to movement science. I can learn it if I try harder, study with others, and get help from the professor”
- Achievement takes *hours of hard work*. As much as talent counts, effort counts twice.
- If you are frustrated and confused while learning, it can mean you are *appropriately* working on your weaknesses.
- If everything goes perfectly with practice, it’s probably a sign *you aren’t challenging yourself*

From Eskreis-Winkler, Gross, and Duckworth,²⁰

Develop a Growth Mindset

- **Fixed mindset** – skills and intelligence are fixed
 - » **Beliefs:** these traits are inherent
 - » **Focus:** performance, outcomes, not looking bad
- **Growth mindset** – skills and intelligence can be developed
 - » **Beliefs:** capacity to learn and grow
 - » **Focus:** process of getting better
- Key Ingredients to Learning
 1. Effort
 2. Challenges
 3. Mistakes
 4. Feedback

Carol S. Dweck, PhD²¹

Fixed Mindset

Fixed mindset – skills and intelligence are fixed

- » **Beliefs:** these traits are inherent
- » **Focus:** performance, outcomes, not looking bad

When Faced with Learning/Growth Opportunity

1. **Effort** – not necessarily useful
2. **Challenges** – back down, frame it as a threat
3. **Mistakes** – hate them, get discouraged, avoid
4. **Feedback** – not helpful, defensive, take it personally

Carol S. Dweck, PhD²²

Growth Mindset

Growth mindset – skills and intelligence can be developed


- » **Beliefs:** capacity to learn and grow
- » **Focus:** process of getting better

When Faced with Learning/Growth Opportunity

1. **Effort** – useful, leads to growth
2. **Challenges** – embrace and persevere, frame as an opportunity
3. **Mistakes** – use them to learn
4. **Feedback** – appreciate it and use it

Carol S. Dweck, PhD²³

Mindset Is A Spectrum




Growth Mindset

- I can learn anything I want to
- When I'm frustrated, I persevere
- I want to challenge myself
- When I fail, I learn
- Tell me I'm hard!
- If you succeed, I'm inspired
- My effort and attitude determine everything



Fixed Mindset

- I'm either good at it, or I'm not
- When I'm frustrated, I give up
- I don't like to be challenged
- When I fail, I'm so good - Tell me I'm smart!
- If you succeed, I feel threatened
- My abilities determine everything



WHICH STEP HAVE YOU REACHED TODAY?



Neuroplasticity

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Building Grit

- Step into the identity of the hard-working person or outcome you wish to achieve



- Look for role models in the faculty, clinical instructors, the profession, or your family.







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Building Grit: A Supportive Community



Females in Action

- Bodies
- Minds
- Hearts

FiA is in 11 states

Closest is in **Pomeroy, OH**
<https://fianation.com/>







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Building Grit: A Supportive Community





Three Fs

- Fitness
- Fellowship
- Faith (not one specific)

In 30 states
None in WV

<https://f3nation.com/>








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BREAK



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LEADERSHIP THROUGH UNCERTAINTY


Grit

Integrity

Vulnerability

Example

(GIVE)




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Integrity

- What do you associate with a leader who acts with integrity?






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Assessing Your Level of Integrity

Ask yourself the following questions:

- Am I *accountable* for my own behavior and the decisions I make?
- Do I accept responsibility for *my mistakes*?
- Am I setting a *good example* for others?
- Do I always *follow through* on my commitments and promises?
- Do I act in ways that *build trust* with others?



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As A Leader I Must



- **Cultivate a good reputation**
 - » My reputation reflects on my program, faculty, and students




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As A Leader I Must

- **Consistently act with integrity**
 - » My words and actions should match
 - » My behavior should be consistent with the established policies
 - » I should not use my influence for or against someone in an unfair manner (e.g. grade appeals, promotions, raises)





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As A Leader I Must

- **Hold myself to a high moral standard**
 - » I should do what is morally and ethically right
 - » Avoid cutting corners.
 - » Accept responsibility for decisions (e.g. admissions, personnel issues)

"Integrity is doing the right thing, even when no one is watching."
C.S. Lewis




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Challenges to Integrity

Admissions Decisions:

- One sex should receive extra points to "improve" the balance in a cohort
- Special consideration for applicants based on family or personal connections

Search Committee Discussions: One candidate (female) has a number of children versus one who might not – would the first have good support at home?

Faculty promotions: a leader who "black balls" a faculty member due to longstanding conflicts



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Challenges to Integrity In PT Practice

Fraud

- Billing for services not furnished
- Falsifying documentation
- Using unlicensed individuals to provide services


Abuse

- Misusing billing codes
- Excessive charges
- Billing for services that were not necessary

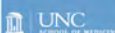
Waste

- More common than Fraud or Abuse
- Overutilization of services

PREVENTING FRAUD, ABUSE, AND WASTE:
A Primer for Physical Therapists

 APTA

<https://integrity.apta.org/Primer/Document/>



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Academic Integrity

ARTICLES


Academic Dishonesty among Physical Therapy Students: A Descriptive Study
Eli Montuno, MScPT; Alex Davidson, MScPT; Karen Iwasaki, MScPT; Susan Jones, MScPT; Jay Martin, MScPT; Dina Brooks, PhD, MSc, BScPT; Barbara E. Gibson, PhD, MSc, BMRPT; Brenda Mori, BScPT, MSc

Academic Overload

Anxiety

Helping My Classmate

Everyone Does It



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Academic Integrity

- You have the Academic Dishonesty policy in your student handbook. Consider it seriously!

Addresses unauthorized:


- » Use or distribution of materials related to exams and other academic exercises
- » Assistance of another person
- » Viewing of another's work
- » Work that does not appropriately distinguish your thoughts/ideas from others and plagiarism

~~Helping My Classmate~~


~~Academic Overload~~

~~GRIT~~

Anxiety




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LEADERSHIP THROUGH UNCERTAINTY



Grit
Integrity
Vulnerability
Example
(GIVE)



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Why is Vulnerability an Attribute of a Good Leader?

- Isn't it a *weakness* to be vulnerable?
- Definition** (Merriam-Webster) 1 : capable of being physically or emotionally wounded. 2 : open to attack or damage : assailable // vulnerable to criticism.
- Synonyms:** defenselessness, susceptibility, weakness






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Old Models of Leadership

Superhero

- Can be inspiring for a while but in today's world, things are rapidly changing
- Being "perfect", "strong", and "a rock" and "having all the answers" does not serve the leader or the organization well


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A Different Type of Leader

- Having the *courage* to show vulnerability will often be rewarded.
- Self-disclosure can build trust
- Seeking help can build learning (growth mindset)
- Admitting mistakes can foster forgiveness
- Requesting assistance can build teams

Asking for help is a sign of a secure leader – one who engages everyone to reach goals.

Brene Brown, Dare to Lead
Paul Zak, The Neuroscience of Trust¹²




Leadership Is Hard When Things Get Tough

<p>KNOWING</p> <ul style="list-style-type: none"> • It's easier to default to self-protection and put on armor • Adopt the "knower" or always being right position • Limits contributions from others • Leads to distrust, bad decisions, and unproductive conflict 	<p>NOT KNOWING</p> <ul style="list-style-type: none"> • What are the right questions? • Ask questions to walk through a thought process... • Shift from wanting to "be right" to wanting to "get it right"
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Brene Brown, The Courage Not To Know 43

Clinical Connection

- Impact of loneliness on health
 - » Addiction
 - » Obesity
 - » Mental health
- Importance of human connection
- Describes his own crisis after stepping down as SG
 - » Medicine = action
 - » Rx ≠ vulnerability



Vivek H. Murthy, MD
19th Surgeon General



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Clinical Implications: COVID-19


Loneliness and Human Connection

- Impact on patient's health
- Impact of the physical therapist's health
- Physical therapist and patient/client relationship
 - » Telehealth
 - » Personal protective equipment
 - » Physical distance
 - » Personal health

Vulnerability

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Therapeutic Alliance



Core Components

1. Therapist-patient agreement on goals
 - Set realistic expectations and goals
2. Therapist-patient agreement on interventions
 - Patient-centered, functional interventions
3. Mutual respect
 - "I can understand that..."

Ferreira et al., 2013; Fuentes et al., 2014; Makris et al., 2014; Kinney et al., 2018 46

Verbal Communication for Therapeutic Alliance

<p>ENHANCING</p> <p>I understand you're feeling...</p> <p>I hear you say you struggle with "x", and you worry about "y"...</p> <p>What's the most important thing you'd like to achieve together?</p> <p>How confident are you that you can do these activities? If not, why?</p>	<p>INHIBITING</p> <p>You shouldn't be feeling this pain at this stage...</p> <p>Why can't you do "x"?</p> <p>I will teach you to safely walk up and down stairs...</p> <p>Here are a list of post op "do's" and "don'ts". Any questions?</p>
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LEADERSHIP THROUGH UNCERTAINTY


Grit
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Vulnerability
Example
(GIVE)

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Leadership by Example

“Serious leaders understand that, both by design and default, they’re always leading by example. Some want to “lead from the front” while others prefer “leading from behind.” But everyone senses their success — and failure — at leading by example is integral to their “leadership brand.””

My leadership brand:
Leading from behind and from the heart



Michael Schrage⁴⁹

Walking the Walk

Expectations of all faculty are to contribute to education, scholarship, and service.

Education


- » Teach a class or give guest lectures

Scholarship

- » Continue to perform research
- » Publish peer reviewed scholarship

Service

- » University and professional
- » Community and/or pro-bono service



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Promote a Healthy Student Academic-Life Balance

Setting an Example

- *Quality* of study, not time is what is important for success.
- Create a schedule that includes time for healthy choices – eating, exercise, social time, and rest
- Seek help when you need it!








Promote a Healthy Work-Life Balance as a PT

Setting an Example

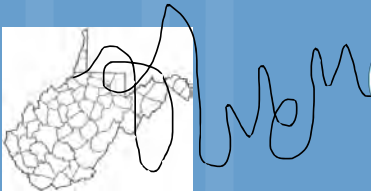

- Realize that paid time off is a benefit that is necessary for a healthy workforce
- Focus on outcomes of work, “not time on the clock”
- Create opportunities for professional growth – can a there be trade off between the clinic and faculty to allow for each to benefit?
- Opportunities for social connections among employees enhances satisfaction




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LEADERSHIP THROUGH UNCERTAINTY
A Work In Progress!

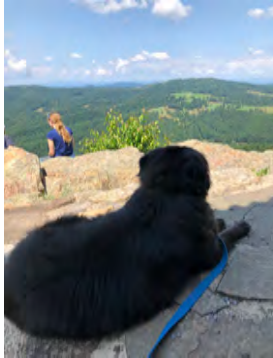




Thank You!



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Almost Heaven!

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