

## **Leadership References within College of St. Catherine (CSC) Documents**

### **College of St. Catherine Vision Statement**

To be the worlds' pre-eminent Catholic college educating women to lead and influence.

### **College of St. Catherine Mission Statement**

The College of St. Catherine educates women to lead and influence. Founded by the Sisters of St. Joseph of Carondelet in 1905, the College integrates liberal arts and professional education within the Catholic traditions of intellectual inquiry and social teaching. Committed to excellence and opportunity, the College engages students from diverse backgrounds in a learning environment uniquely suited to women. Education at the College of St. Catherine prepares graduates to demonstrate ethical leadership grounded in social responsibility.

### **College of St. Catherine Strategic Plan 2005-2010**

One of five strategic directions:

Offer excellent academic and co-curricular programs that advance our mission, meet market demand, prepare students for leadership, and make optimum use of faculty and staff talent.

### **CSC Leadership Statement**

The College of St. Catherine is committed to the development of effective, ethical leaders. Through study, practice and life experience, individuals have opportunities to enrich the knowledge, refine the skills and clarify the attitudes essential for responsible action. In varied roles and settings, the College of St. Catherine leader:

- lives a commitment to the values of justice and caring;
- acts from a strong self-concept;
- thinks critically and creatively;
- communicates and interacts effectively within groups;
- takes risks willingly;
- exercises power appropriately;
- articulates a positive sense of direction; and
- evokes hope.

### **CSC Doctor of Physical Therapy Program and Physical Therapist Assistant Program Partnership Vision Statement:**

To lead and influence best practices of a partnering relationship between physical therapist and physical therapist assistant educational programs.

### **Philosophy of the Physical Therapist Assistant (PTA) Program**

The philosophy of the Physical Therapist Assistant (PTA) Program is consistent with the stated mission of the College of St. Catherine.

Physical therapist assistants (PTA) are integral members of the health care team within a complex and changing health care system. Physical therapy is defined as “a profession whose primary purpose is the promotion of optimal health and function through the application of scientific principles to prevent, identify, assess or alleviate acute or prolonged movement dysfunction” (APTA, 1983). Physical therapist assistants work in close association with, and under the supervision of physical therapists in the delivery of physical therapy service. The role of the physical therapist assistant includes:

1. Interacting with clients, caregivers, and health care team members in an ethical, equitable and culturally competent manner.
2. Implementing the safest and most effective individualized plans of care that promote optimal outcomes for patients/clients.
3. Being a communicator, educator, and advocate for patients/clients who is capable of understanding and responding to the psychological, emotional, physical and social needs of patients and their families.
4. Being a life-long learner, active in continuing development and extension of his or her understanding of physical therapy.

To be effective in this role, the physical therapist assistant must have an educational foundation in the liberal arts and sciences as well as in the professional discipline. The PTA program prepares students to master complex intervention and assessment skills while viewing themselves and the people with whom they work as multi-faceted human beings affected by spiritual, physical, psychological and sociological influences. This perspective encourages students to broaden their understanding of themselves, the profession of physical therapy and the world in which they live.

As the roles within physical therapy continue to evolve, the graduate PTA must be capable of synthesizing theoretical and observational elements of physical therapy care into a plan of action to identify, prevent or solve problems. The PTA educational experience proceeds in a hierarchical manner, incorporating opportunities for students to develop and extend critical thinking skills in the classroom and clinical settings.

A graduate of the College of St. Catherine physical therapist assistant program is a competent generalist and a continuing learner, capable of being a contributing member and leader within the physical therapy profession and their community.

### **Physical Therapist Assistant Program Teaching/Learning Philosophy**

The teaching/learning philosophy of the PTA program promotes a supportive, yet challenging environment that encourages reflective thinking, questioning, decision-making and personal growth. Consideration is given to individual differences in learning style through varied learning methodologies. Further, the PTA program faculty is committed to the concept of adult learning where instructors serve as facilitators of the process of learning, not solely as dispensers of knowledge. It is the instructor’s responsibility to create an environment that stimulates the student’s learning, provides timely feedback, and seeks to support each student to realize his or her full potential. Within this environment, the student accepts the responsibility to be an active participant in the learning experience.

Ability-based learning and assessment are key elements of the PTA program philosophy. Ability-based learning and assessment recognize that in addition to a core of cognitive knowledge and psychomotor skills, a repertoire of behaviors is required for success in any professional discipline. Within an ability-based learning model, the student’s performance is assessed in a variety of formats as the student demonstrates skills and abilities relating to the role of the PTA. Appraisal of student performance is based on explicit behavioral criteria which have been shared with the student prior to assessment. This assessment provides information about the student’s ability to apply information in ways that he or she would actually use it in the clinical environment. Explicit criteria and timely feedback help the student develop the ability to self-assess, self-correct, and self-direct their development.

## **Leadership Profile for the College of St. Catherine Entry Level Physical Therapist Assistant**

The College of St. Catherine (CSC) entry level physical therapist assistant, in addition to demonstrating professional competence in skill performance, is expected to demonstrate behavioral competencies within the clinical setting. **In collaboration with CSC Clinical Instructors (CIs)**, this profile has been developed to assist in standardizing the types and frequencies of behaviors that the CSC entry level PTA should demonstrate.

This profile identifies behaviors that a majority of CSC clinical instructors believe are most important and should be demonstrated by an entry level PTA. It can be used as a guideline for what behaviors the student should be demonstrating consistently by the end of the final clinical experience. This tool is a guideline; it should NOT be considered an absolute standard for required performance or an all-inclusive list.

Expectations for performance may be defined differently by different CIs, in different settings. It is expected, however, that this profile will be used by each student and CI at the start of the clinical as a mechanism for initiating discussion about the individual site's and the student's expectations.

### **The CSC Entry Level PTA is expected to consistently:**

- recognize and respond appropriately to changes in the patient/client's status
- manage time independently throughout the course of the day, especially during patient/client intervention sessions
- appear confident and calm (even if not feeling it inside!)
- communicate with others in a pleasant, positive manner
- manage change by demonstrating flexibility instead of stress
- prioritize responsibilities and complete tasks without reminders
- identify and initiate additional projects when assigned tasks are completed
- complete documentation on time
- teach effectively and learn enthusiastically
- make sound decisions regarding modification or progression of interventions within the patient/client's established plan of care
- demonstrate punctuality, reliability, and self-management

As a member of a health care team that is jointly responsible for the well being of others, the entry level PTA is expected to demonstrate individual leadership abilities such as these listed above. He/she should also enthusiastically and willingly participate in any other designated leadership duties within the physical therapy department.

## **PTA Program Generic Abilities Policy**

Generic abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core knowledge and technical skills, but nevertheless are required for success in that profession. Viewed in this way, the Generic Abilities can serve as the foundation for ability-based learning in the educational program. Ten *Generic Abilities* and related behavioral criteria for the practice of physical therapy were identified by the faculty at the University of Wisconsin-Madison Physical Therapy Program. This was an extensive process that drew primarily on the wisdom of practicing physical therapists. These abilities and criteria were subsequently validated as defining physical therapy professional behavior. (The criteria were subsequently modified by the faculty of the PTA program at the College of St. Catherine to be consistent with the role of the physical therapist assistant). The quality of professional behavior expected of PTA students is exemplified by these ten physical therapy-specific generic abilities, each with three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level criteria by the end of Fall semester, Year I, Developing Level criteria by mid-term, Fall of Year II, and Entry Level criteria by the end of the final clinical experience (Spring, Year II). A Post-Entry Level is also included to guide the continued development of the graduate PTA.

Specifically, the professional behaviors (generic abilities) are:

1. commitment to learning
2. interpersonal skills
3. communication skills
4. effective use of time and resources
5. use of constructive feedback
6. problem solving
7. professionalism
8. responsibility
9. critical thinking
10. stress management

Mastery of this repertoire of behavior supports the ability of the student to:

- (1) generalize from one context to another
- (2) integrate information from different sources
- (3) apply knowledge and skills in the practice setting
- (4) synthesize cognitive, affective and psychomotor behaviors
- (5) interact effectively with patients/clients, families, the community and other professionals.

PTA students begin using the Generic Abilities through a process of self-assessment and goal setting in PTA 1050 (Introduction to Physical Therapy: Role of the PTA). Subsequently, students perform a self-assessment each semester and meet with a PTA faculty member to review his or her self-assessment, and receive feedback from the faculty as a whole. *In addition students will receive feedback on their demonstration of the generic abilities during lab testing throughout the program.* This is a valuable process for monitoring and facilitating the development of these critical skills as the student progresses through the curriculum. Criteria for the Generic Abilities are also included throughout the program in PTA course objectives, and are incorporated into course grades as applicable.

Because the Generic Abilities reflect behaviors necessary for success as a PTA in the clinical environment, failure to demonstrate progress on the Generic Abilities, or failure to meet and maintain the specific levels by the defined target dates may result in:

- (1) a need for additional coursework
- (2) additional clinical time
- (3) a delay in progression in the program.

*Adapted from the Physical Therapy Program, University of Wisconsin - Madison*

## 2005-2007 CSC Undergraduate Catalog Excerpts

### Healthcare Certificate and Associate Degree Programs

Believing that specialized professional education partnered with the liberal arts promotes and reinforces our institutional values, the associate degree programs pursue three central educational outcomes for its students: professional preparedness-readiness for entry-level positions or specialized roles; academic preparedness-intellectual and technological capability for educational advancement and lifelong learning; community and societal awareness-social understanding that encourages involvement, service and leadership.

While the liberal arts and sciences and professional education programs have discrete educational objectives, through them the college also addresses some common educational goals:

- to promote a holistic worldview and a focus on the “whole person” in all one’s interactions.
- to promote an appreciation for cultural diversity.
- to examine the place of work within a broad view of one’s career.
- to examine and appreciate the spiritual dimension of one’s human reality.
- to promote an expectation that one must become a lifelong learner.
- to promote the development of ethical responsibility and leadership in the family, workplace and broader community.

By the end of the course of studies in the professional program, students:

- are equipped with skills necessary to function capably in their chosen fields;
- possess a foundation of theoretical knowledge upon which to base their practice and are free from the need for constant supervision;
- know when to function independently and when to seek direction;
- the necessary knowledge and interpersonal skills to function as effective and responsible members of a team; and
- understand the need for study in rapidly changing occupational areas after completing their programs.

By the end of practical experiences (laboratory and clinical), students:

- have developed increased understanding and skill in problem solving resulting from the exercise of critical, independent judgment in real-life situations;
- have integrated previous learning through practice;
- have gained new knowledge, which is introduced in the laboratory setting.

## 2005-2007 CSC Undergraduate Catalog Excerpts

### Core Integrated Learning

Core Integrated Learning (CIL) courses have been designed to provide content and learning opportunities related to the three associate degree program central education outcomes: professional preparedness, academic preparedness and community/societal awareness. This content has a foundation in the liberal arts and sciences (ethics, communication, systems theory, sociology, etc.) applied to the current practice of health care and human services. Courses have been designed to provide students with the opportunity to become better practitioners via an intensive, focused learning experience. All CIL courses include content on the common themes of cultural understanding, transcultural communication, interdisciplinary teamwork, social justice, leadership and civic engagement.

The purpose of CIL 150 is to begin to develop students' self-awareness and ability to function in groups, including the interdisciplinary health care team. Emphasis is on the development of culturally competent communication and an understanding of and commitment to social justice issues as they relate to the individual, the individual as a health care worker, and the individual as a member of society. A community work and learning experience is incorporated into the class to provide opportunities to practice culturally competent communication and to explore the impact of various social justice issues in the local community

### CIL 150 Outcomes:

In order to develop highly competent healthcare providers who are compassionate contributors to society, this course will enable students to demonstrate:

- self-awareness, knowledge and the necessary skills to function effectively as a group and future interdisciplinary healthcare team member.
- the ability to engage in culturally competent communication and community work.
- informed awareness of the connection between health related issues, social justice and civic engagement.

## *The Goals of a Liberal Arts Education at the College of St. Catherine*

### **Leadership and Collaboration**

The ability to lead and influence for ethical and responsible action and for systemic change; the ability to work well with others, especially in joint intellectual effort.

*Students will demonstrate leadership and collaboration by their ability to:*

- a) act from a strong self-concept;
- b) transform information into knowledge and knowledge into judgment and action;
- c) make timely and relevant decisions based on sound reasoning;
- d) discern consequences, including ethical consequences, of decisions and actions;
- e) articulate a positive sense of direction and evoke hope;
- f) work well in teams and work groups of diverse composition, building consensus and integrating conflict resolution strategies.

### **Ethics and Social Justice**

The ability to apply ethical standards to judge individual and collective actions; the development of attitudes and behaviors that reflect integrity, honesty, compassion, and justice in one's personal and professional life.

*Students will demonstrate a commitment to ethics and social justice by:*

- a) understanding principles of ethics and social justice from multiple perspectives;
- b) understanding Catholic Social Teaching and the Catholic commitment to social justice;
- c) applying ethical and justice frameworks to contemporary issues;
- d) exhibiting personal and academic integrity;
- e) practicing social responsibility through community engagement, citizenship and advocacy.

### **Diversity and Global Perspectives**

The ability to understand and analyze the impact of diversity and systems of power and privilege on the individual and society; the ability to decipher and honor multiple and global perspectives in creating mutual understanding; the ability to imagine and take action towards justice.

*Students will demonstrate a commitment to diversity and global perspectives by their ability to:*

- a) understand the experiences and contributions of women across history and cultures;
- b) recognize the historic and current relationships within and among cultural communities, locally, nationally and globally;
- c) identify and critically analyze the intersections and impact of race/ethnicity, gender, social class, religion, sexual orientation, age, ability and other differences on identity, experience, and systems of power and privilege;
- d) understand how economic, social, religious and political systems interact and how those systems vary across societies;
- e) understand the interrelationships between nature and humans and develop eco-centric perspectives;
- f) increase critical cultural competencies and cultural responsiveness through engaging with multiple communities;
- g) take action to dismantle systems of oppression and build a more just world.

### **Critical and Creative Inquiry**

The ability to gather, analyze and critically evaluate information to develop reasonable arguments, sound judgments, and effective solutions. This ability is founded on a broad knowledge of the achievements of human creativity and of the variety of disciplinary approaches for exploring truths.

*Students will demonstrate critical and creative inquiry by their ability to:*

- locate appropriate information from a variety of sources and evaluate its relevance and reliability;
- b) organize, describe, interpret, and integrate both qualitative and quantitative information;
- c) shape ideas and discern meaning from experience, observation, imagination, and passion;
- d) analyze complex issues and arguments in various intellectual contexts (scientific, aesthetic, philosophical, etc.) and evaluate the validity and soundness of such arguments.;

- e) develop and evaluate action plans for solving significant social and intellectual problems;
- f) demonstrate breadth of knowledge of the major accomplishments of human endeavors and of the distinct methods of exploring truths (in the natural sciences, social sciences, and the arts and humanities);\*
- g) identify and interpret similarities and differences among various disciplinary approaches and examine the relationships among them.

\* *Breadth of knowledge applies to all degrees except the graduate degrees, where the focus is on in-depth development of disciplinary skills.*

### **Discipline-Based Competence\*\***

The ability to demonstrate in-depth knowledge, values and skills in at least one major field of study and to relate disciplinary approaches to those of other fields.

*Students will demonstrate discipline-based competence by their ability to:*

- a) use in-depth knowledge and engage key ideas in at least one field of study;
- b) exercise disciplinary methods and skills, and carry out research or learn independently in that field;
- c) develop disciplinary perspective and identity, including an understanding of the route to acquiring knowledge in that discipline;
- d) identify and analyze similarities and differences between the student's major field and other disciplinary approaches.

\*\**Discipline-Based Competence applies to all degree programs except the Associate of Arts Degree Program*

### **Effective Communication in a Variety of Modes**

The ability to read, write, speak, view, and listen effectively; the ability to present information in a clear and engaging manner.

*Students will demonstrate effective communication by the ability to:*

- a) read, view, and listen with understanding and critical discernment;
- b) organize, evaluate, and communicate ideas effectively through writing and public speaking to various audiences;
- c) prepare and present information visually and through the use of technology;
- d) find expression in fine, literary, and performing arts;
- e) develop and put into practice interpersonal, group, and cross-cultural communication skills and listening skills;
- f) show competency in a second language (applies only to bachelor's degree).

### **Purposeful Life-long Learning**

The ability to continue personal and professional development based on ongoing self-assessment, feedback from others, and new learning.

*Students will demonstrate a commitment to purposeful life-long learning by:*

- a) assuming responsibility for their own learning;
- b) engaging in and reflecting on opportunities that prepare for life after college;
- c) practicing a variety of methods of learning, including reading and research, observing and listening, self assessment and feedback, work and life experience;
- d) developing knowledge and strategies for maintaining a balance of body, mind and spirit;
- e) reflecting on and developing a meaningful, purposeful, and spiritual life.