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## Professional Behavior Expectations of Educators among Doctor of Physical Therapy Students: A Novel Professionalism Self-Assessment Tool

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# Professional Behavior Expectations of Educators among Doctor of Physical Therapy Students: A Novel Professionalism Self-Assessment Tool

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*Angeles University Foundation*

Education Leadership Conference

Atlanta, Georgia

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# Handout



# Methods to Explicitly Teach Professionalism

- Advisor meetings
- Case studies
- Interprofessional education
- Reflective writing
- Role modeling
- Self-assessment



Becker M, Dudley-Javoroski S, Shields RK. Professionalism Values in Health Science Education: Self- and Peer-Assessment of Faculty, Staff, and Students. *J Allied Health*. 2017;46(3):178-184.

# Importance of Stating Clear Expectations



Davis DS. Teaching professionalism: a survey of physical therapy educators. *J Allied Health*. 2009;38(2):74-80.

# Assessment



Davies R, Ellerton C, Evans C. Reaching Consensus on Measuring Professional Behaviour in Physical Therapy Objective Structured Clinical Examinations. *Physiother Can.* 2017;69(1):65-72. doi:10.3138/ptc.2015-45E



UNIVERSITY OF ST. AUGUSTINE  
FOR HEALTH SCIENCES

Arvie C. Vitente, PT, DPT, PhD, MPH, GCS

# Objectives

- Develop a consensus on educators' professional behavior expectations among DPT students classified under the APTA code of ethics and core values.
- Conduct a pilot study of the professional behavior expectation self-assessment tool to the DPT students.
- Identify the DPT faculty and students' perspective on the importance of this tool incorporated into a DPT program.

# Theoretical Framework

- Theory of Attitude Formation and Change
  - Affective-Cognitive Consistency Theory





# Methodology

- Sequential exploratory mixed-methods study design
- Purposive and snowball sampling techniques
- Delphi method / Pilot Study



# Self-assessment Tool



# Inclusion and Exclusion Criteria

- Academic and clinical educators
  - DPT Program Directors / DCE / ACCE
  - Faculty
  - Rehab Directors / SCCE
  - Clinical Instructors
- First and Third year (or 2nd year for Hybrid) DPT students

# Ethical Considerations



**1<sup>st</sup> Rank Medical University of Philippines**  
**ANGELES UNIVERSITY**  
**FOUNDATION**  
**PHILIPPINES**



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**ST. AUGUSTINE**

**FOR HEALTH SCIENCES**



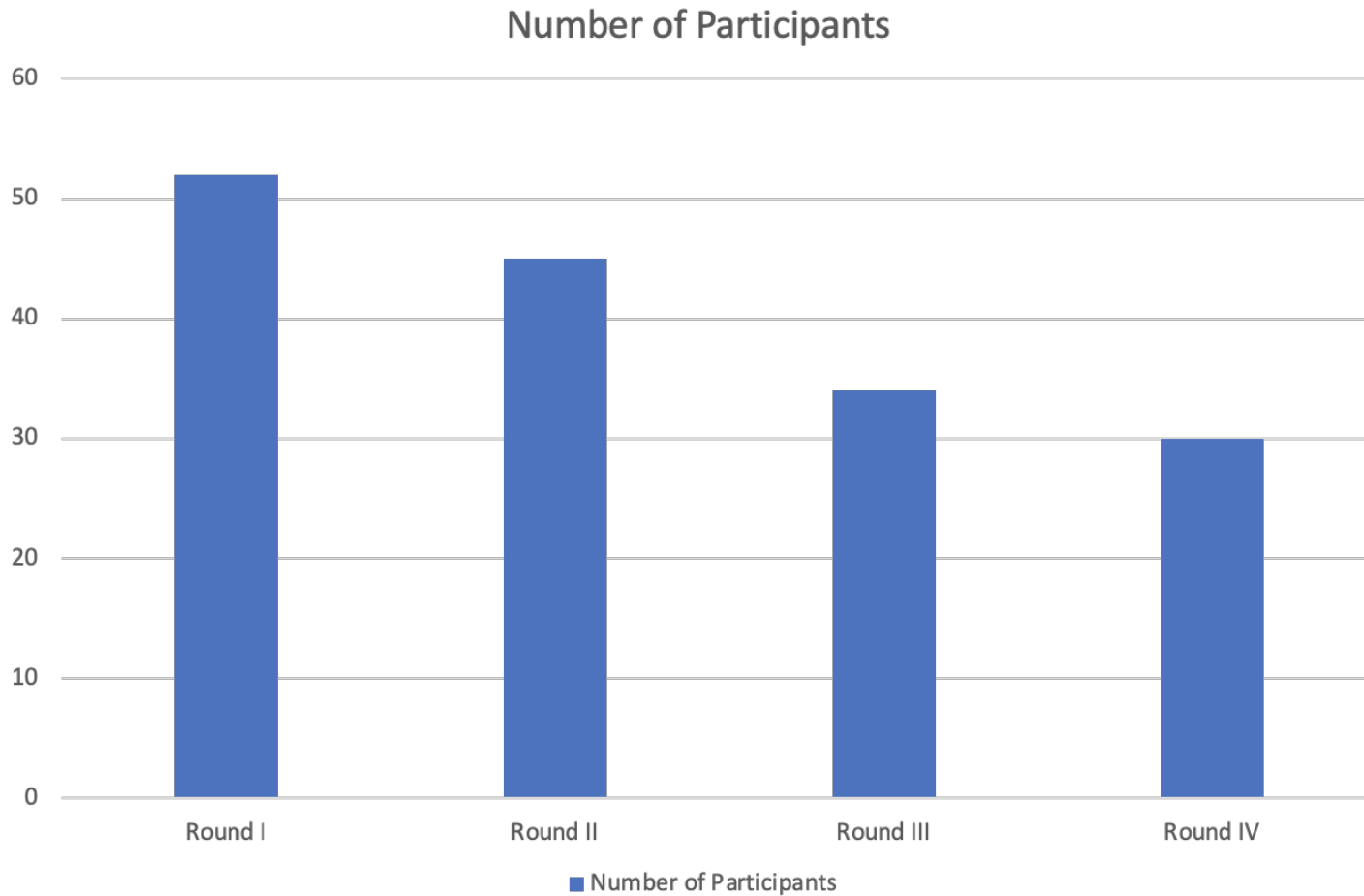
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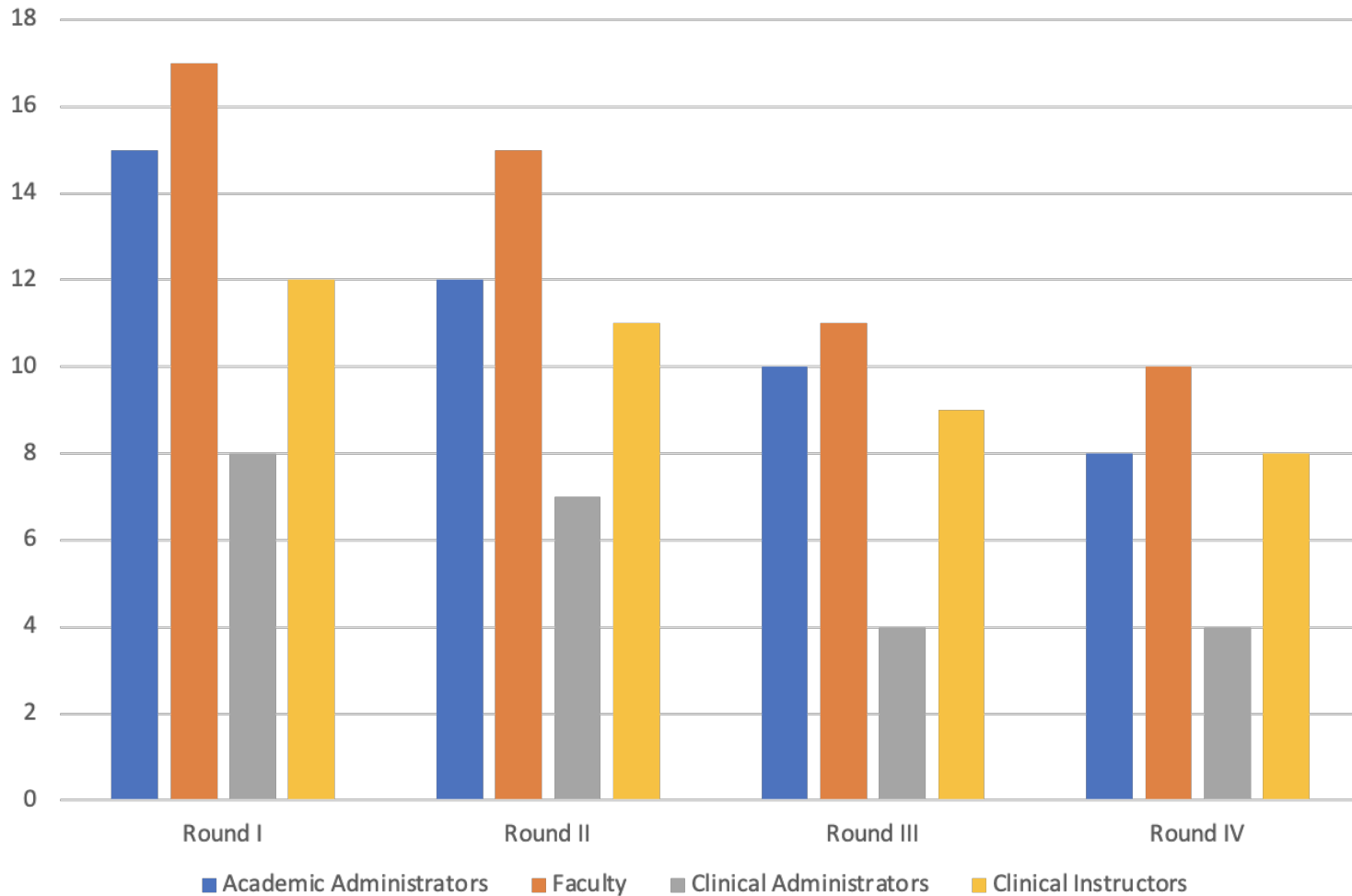
# Round I

- Demographics
- Classify the 152 sample behaviors under the APTA Code of Ethics Principles and core values.

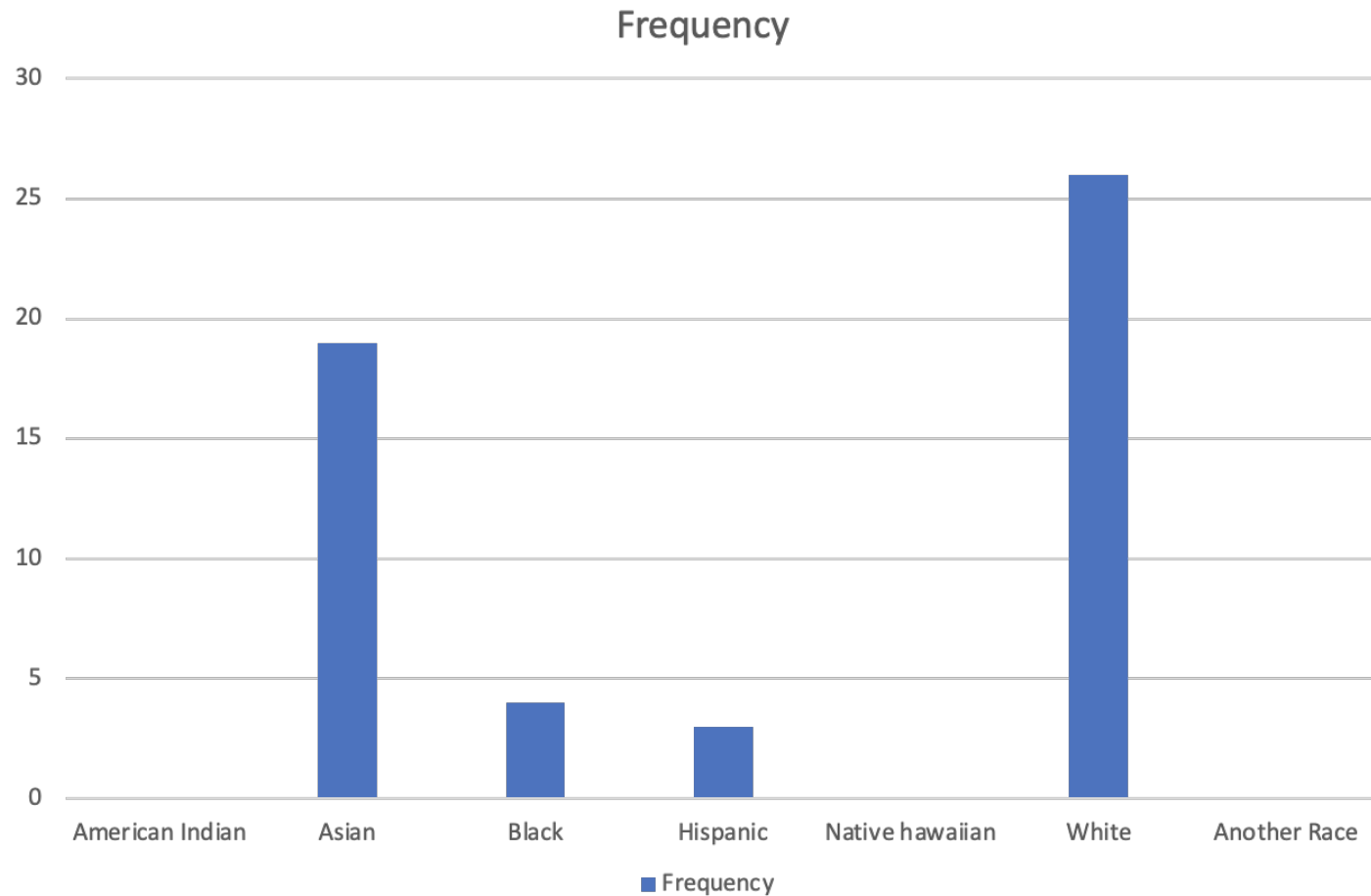
# Participants



# Educators

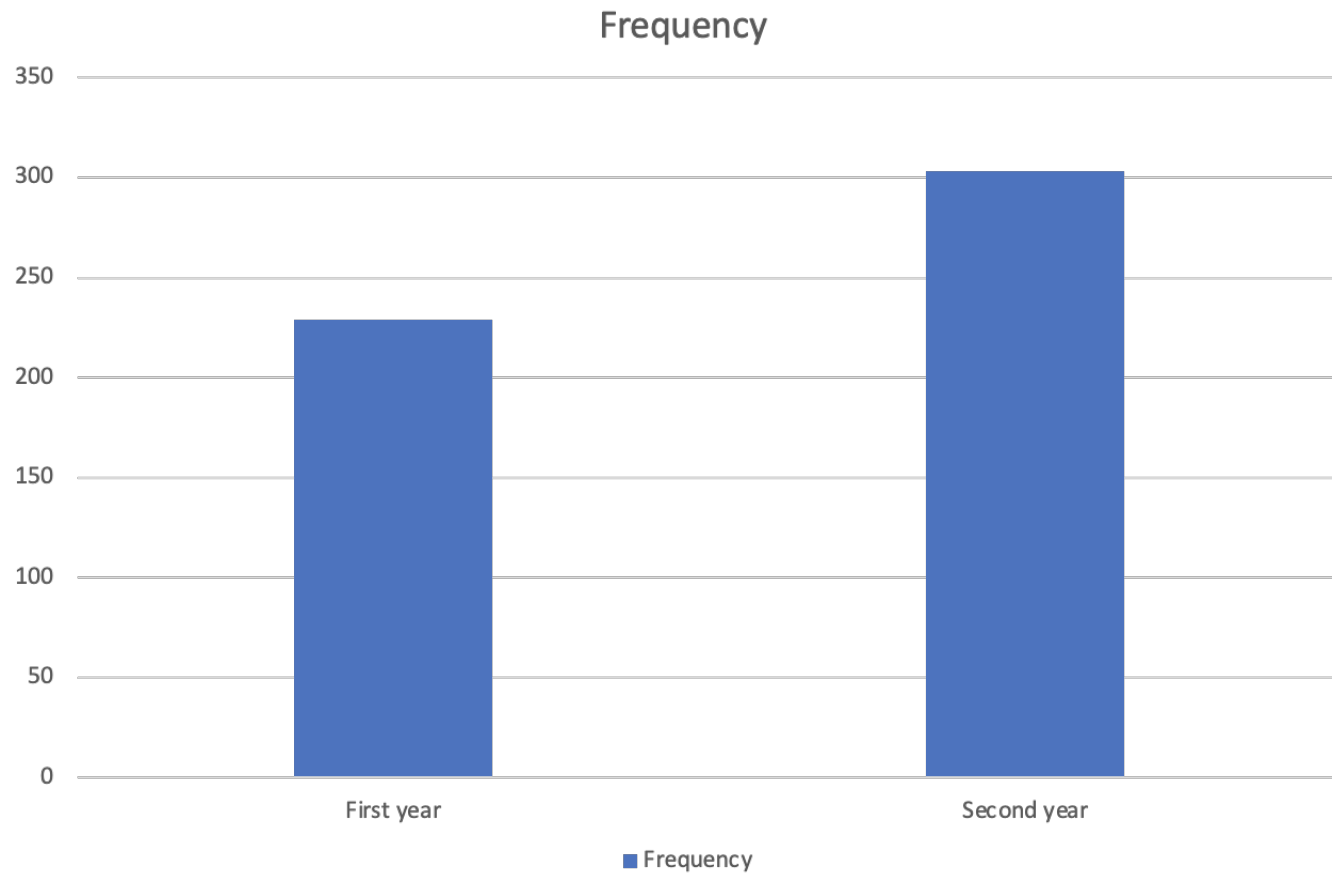


# Race: Educators

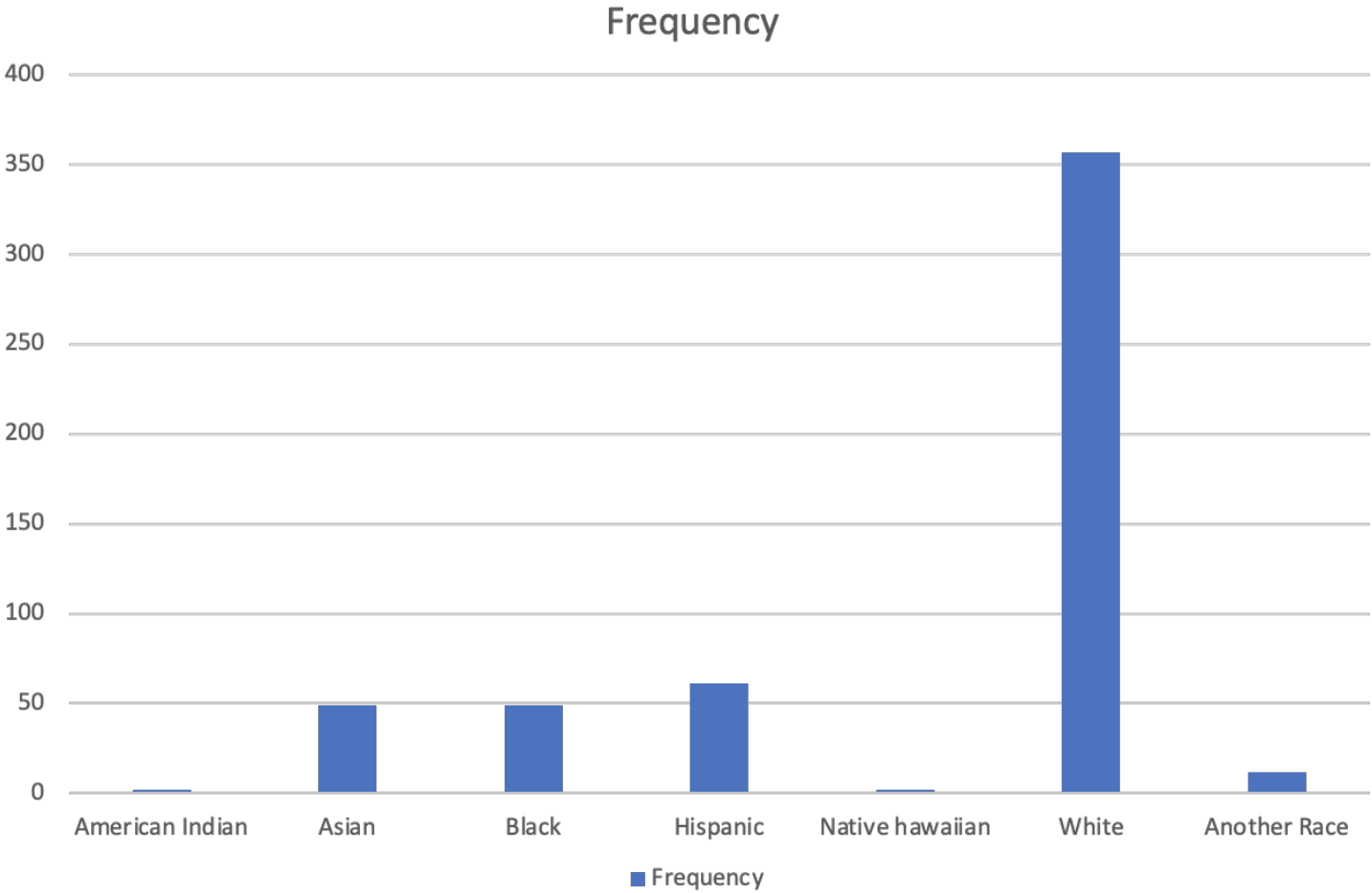




# Year Level



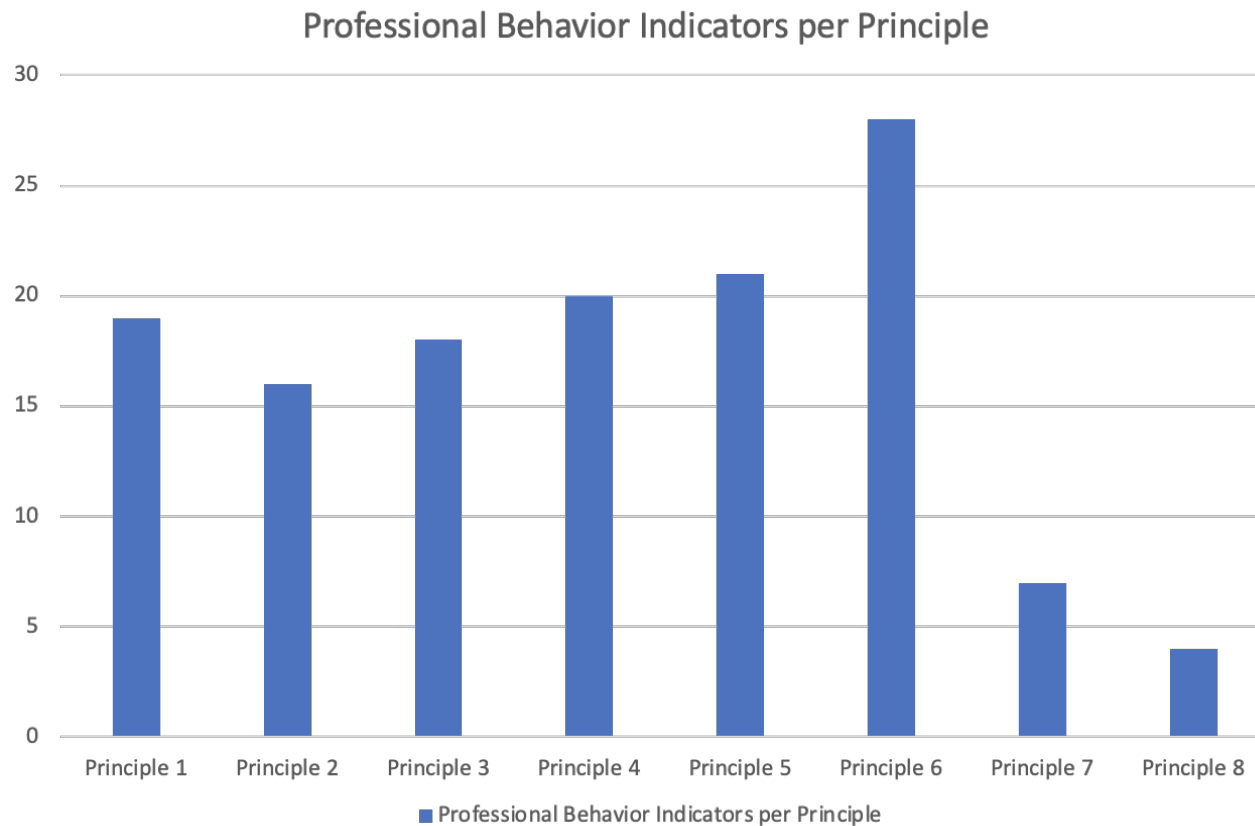
# Race: Students



# Round II

- Comment/s on the item/s and indicate details
- Add a professional behavior expectation per principle

# Result



# Round III

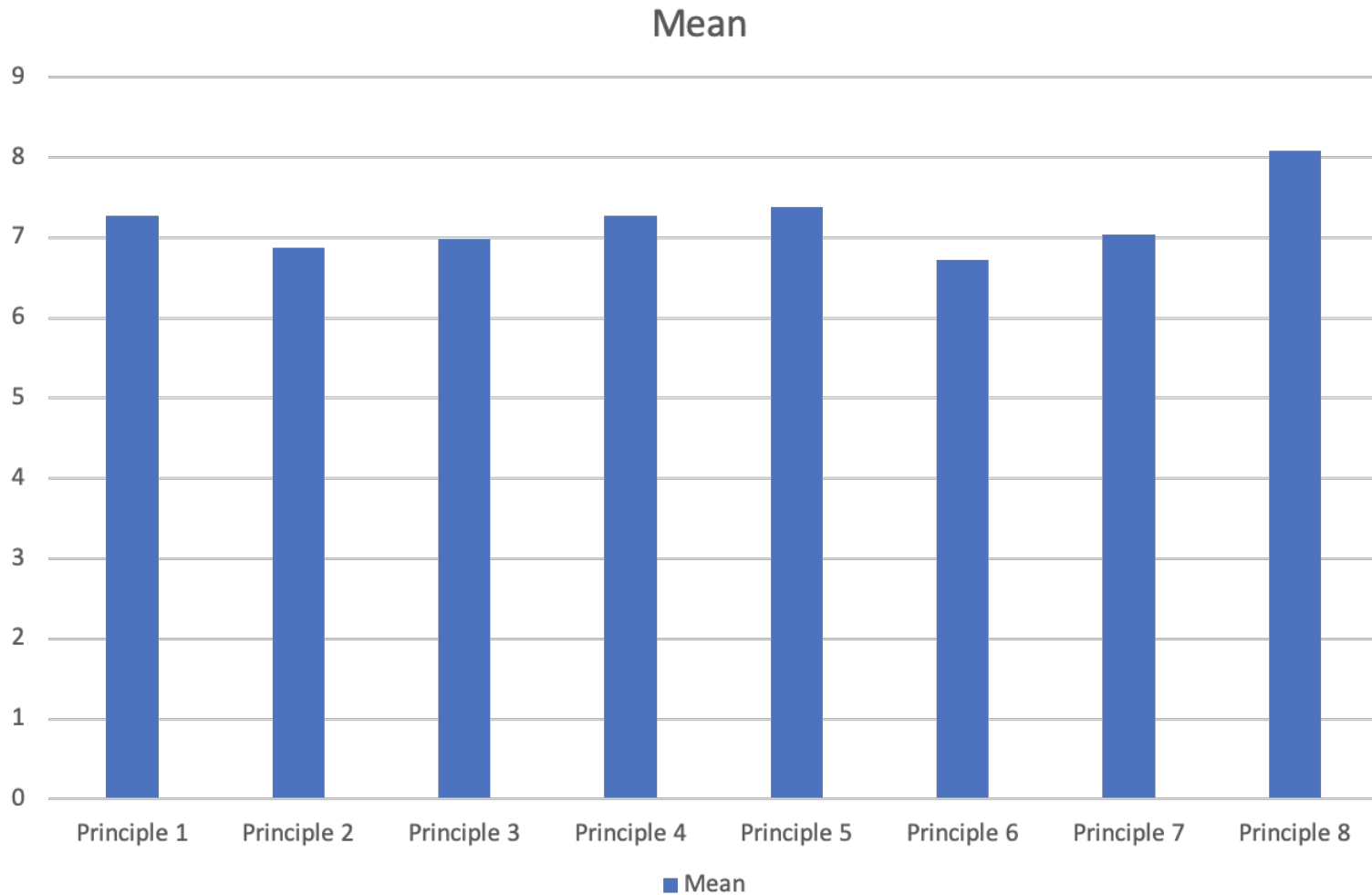
- **Consensus** – agreement among  $\geq 80\%$  of respondents answering three (3) or better in the 5-point Likert Scale

# Round IV

- Identify the level of importance of each of the finalized professional behavior expectations.



# Level of Importance of Professional Behavior Expectation Indicators



# Pilot Study

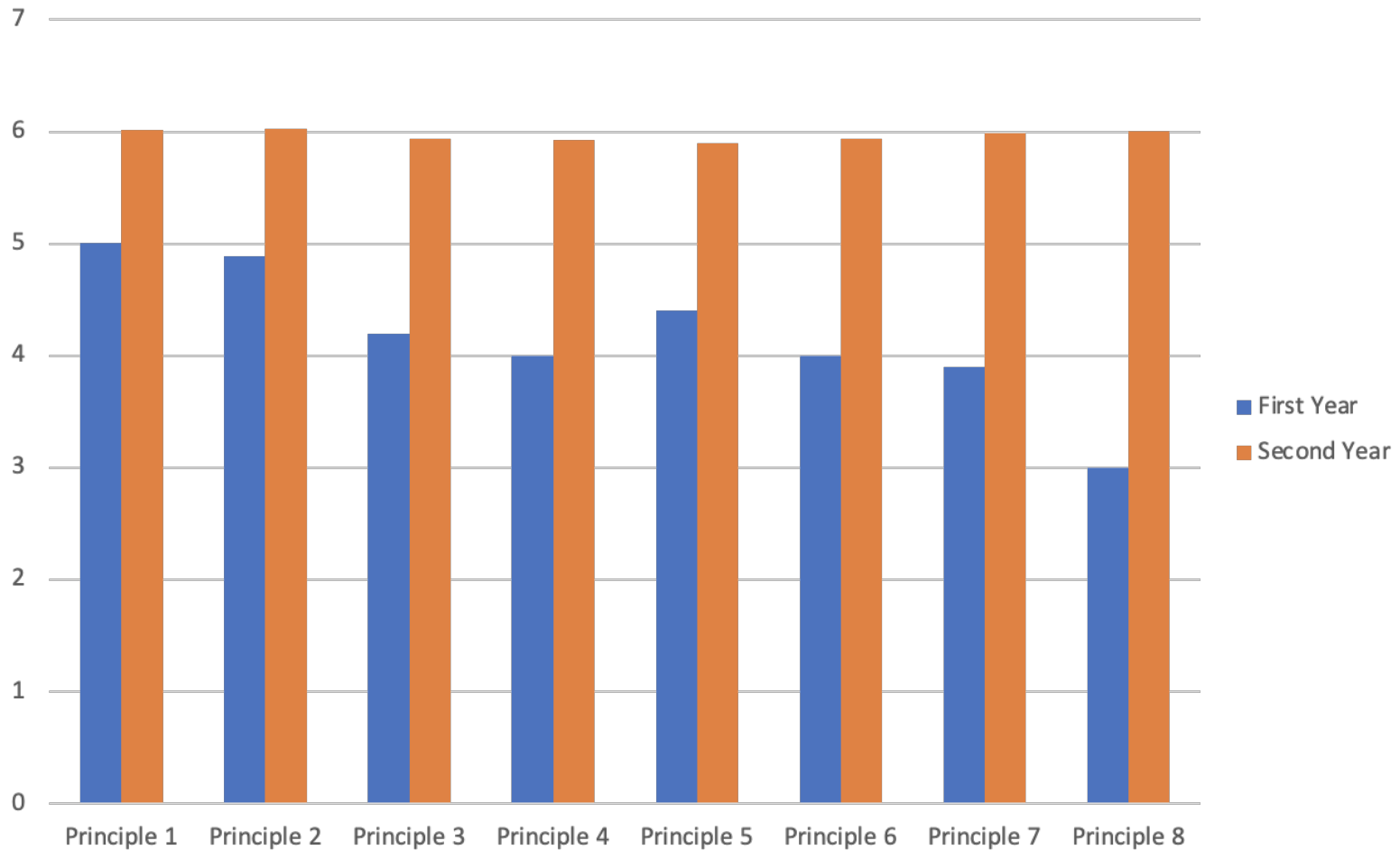
- 7-point semantic differential scale: 1 (rarely/poorly) to 7 (always/well)
- Self-assessment scores of the first- and third-year level students
- DPT faculty and students' perception as to the importance of using the tool



# Self-assessment Tool

Principle 1	Rarely/Poorly					Always/Well	
	1	2	3	4	5	6	7
1 Use appropriate body language (Red)	1	2	3	4	5	6	7
2 Demonstrate respect for all e.g., recognize my own biases and suspend judgmental thinking (Red)	1	2	3	4	5	6	7
3 Receive feedback without becoming defensive (Red)	1	2	3	4	5	6	7

## Self-assessment of DPT students



P-value <0.05

# Internal Consistency

## Reliability Statistics

Cronbach's Alpha	N of Items
.992	133

# Modified Net Promoter Score

- "How likely is it that you would recommend this model of Professional Behavior Expectations to other DPT programs as part of their Professional Behavior Monitoring System?"

# Modified Net Promoter Score

		Students	Faculty	Classification
Modified Net Promoter Score	0	13	1	Detractors
	1	1	0	Detractors
	2	6	1	Detractors
	3	11	2	Detractors
	4	5	0	Detractors
	5	20	4	Detractors
	6	26	5	Detractors
	7	43	7	Neutral
	8	110	30	Neutral
	9	99	32	Promoters
	10	198	22	Promoters
Total		532	104	

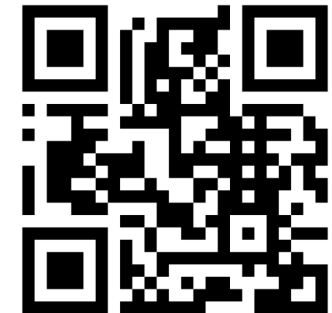
Students/Faculty	Promoters	Percentage	Detractors	Percentage	Modified NPS
Students	297	56	82	15	40
Faculty	54	52	13	13	39

# Recommendations



- Decrease the total items per the APTA Code of Ethics principle.
- Association of the utilization of this tool for success in the TCE.

# References



DISTRIBUTION OF EDUCATOR  
RESPONDENTS IN THE FIRST ROUND  
ACCORDING TO SOCIO-DEMOGRAPHIC  
PROFILE



Socio - Demographic Variables		
Consent to personal data Being Processed	Frequency	Percent
Yes	52	100.0
Age	Mean $\pm$ Std. Dev	Min / Max
	45.6 $\pm$ 8.388	31/67
Years of Practice as a Physical Therapist	20.32 $\pm$ 8.85	0/44
Years in clinical or academic education?	9	0/40

Position in Organization	Frequency	Percent
Program Director	7	13.5
Asst. Program Director	2	3.8
Director of Clinical Education (DCE) / Asst. DCE / Academic Coordinator of Clinical Education (ACCE) / Asst. ACCE	6	11.5
Core Faculty	12	23.1
Associated/Contributing/Adjunct Faculty/Laboratory Assistant	5	9.6
Director of Rehabilitation	5	9.6
Site Coordinator of Clinical Education	3	5.8
Clinical Instructor	12	23.1
Total	52	100.0

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	26	50.0
Male	26	50.0
Total	52	100.0
<b>Sexual Orientation</b>	<b>Frequency</b>	<b>Percent</b>
Bisexual	1	1.9
Do not know	0	0
Gay	3	5.8
Heterosexual (Straight, male/female relationships)	45	86.5
Lesbian	0	0
Other	1	1.9
Prefer not to answer	2	3.8
Total	52	100.0

<b>Race</b>	<b>Frequency</b>	<b>Percent</b>
American Indian	0	0
Another Race	0	0
Asian or Asian American	19	36.5
Black or African American	4	7.7
Hispanic or Latino	3	5.8
Native Hawaiian	0	0
White or Caucasian	26	50.0
Total	52	100.0
<b>Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>
Hispanic or Latino	11	21.2
Not Hispanic or Latino	41	78.8
Total	52	100.0

<b>Entry-level Physical Therapy Degree</b>	<b>Frequency</b>	<b>Percent</b>
Certificate	3	5.8
Bachelors	27	51.9
Masters	14	26.9
Doctoral	8	15.4
Total	52	100.0
<b>Highest Earned Degree</b>	<b>Frequency</b>	<b>Percent</b>
Bachelors	2	3.8
Masters	5	9.6
DPT	6	11.5
transitional DPT	20	38.5
PhD or equivalent	11	21.2
PhD plus DPT	5	9.6
Other (please specify)	3	5.8
Total	52	100.0
<b>Other Degree Earned</b>	<b>Frequency</b>	<b>Percent</b>
DScPT	1	33.3
EdD plus t-DPT	1	33.3

Practice setting	Frequency	Percent
Acute care	5	9.6
Health system	1	1.9
Private practice	8	15.4
Skilled nursing facility	2	3.8
Extended care facility	1	1.9
Academic institution	22	42.3
Home Health	4	7.7
Other (please specify)	9	17.3
Total	52	100.0
Other Practice Setting	Frequency	Percent
Academic and IRF	1	11.1
Home Health and Outpatient	1	11.1
Home Health Pediatric	1	11.1
In-patient rehabilitation	1	11.1
IRF	1	11.1
None	1	11.1
Out-patient	1	11.1
Outpatient Ortho	1	11.1
School Setting	1	11.1
Total	9	100.0

<b>Practice/Program Location</b>	<b>Frequency</b>	<b>Percent</b>
Urban	29	55.8
Suburban	19	36.5
Rural	4	7.7
Total	52	100.0
<b>Region</b>	<b>Frequency</b>	<b>Percent</b>
South Atlantic	13	25.0
Mid-Atlantic	1	1.9
East-North Central	5	9.6
West-North Central	3	5.8
West-South Central	4	7.7
East-South Central	12	23.1
New England	3	5.8
Pacific	8	15.4
Mountain	3	5.8
Total	52	100.0

American Board of Physical Therapy Specialties (ABPTS) certification	Frequency	Percent
Geriatrics	6	11.5
Orthopedic	8	15.4
Sports	1	1.9
Neurology	6	11.5
Cardiovascular/Pulmonary	1	1.9
Women's Health	1	1.9
Pediatrics	1	1.9
None	28	53.8
Total	52	100.0



## Appendix D. Distribution of Positions in Organization during the Qualitative Study

### Round I Distribution of Positions in Organization

Position in Organization	Frequency	Percent
Program Director	7	13.5
Asst. Program Director	2	3.8
Director of Clinical Education (DCE) / Asst. DCE / Academic Coordinator of Clinical Education (ACCE) / Asst. ACCE	6	11.5
Core Faculty	12	23.1
Associated/Contributing/Adjunct Faculty/Laboratory Assistant	5	9.6
Director of Rehabilitation	5	9.6
Site Coordinator of Clinical Education	3	5.8
Clinical Instructor	12	23.1
Total	52	100.0

### Round II Distribution of Positions in Organization

Position in Organization	Frequency	Percent
Program Director	6	13.33
Asst. Program Director	1	2.22
Director of Clinical Education (DCE) / Asst. DCE / Academic Coordinator of Clinical Education (ACCE) / Asst. ACCE	5	11.11
Core Faculty	11	24.44
Associated/Contributing/Adjunct Faculty/Laboratory Assistant	4	8.89
Director of Rehabilitation	4	8.88
Site Coordinator of Clinical Education	3	6.67
Clinical Instructor	11	24.44
Total	45	100.0

Round III Distribution of Positions in Organization

Position in Organization	Frequency	Percent
Program Director	5	14.71
Asst. Program Director	1	2.94
Director of Clinical Education (DCE) / Asst. DCE / Academic Coordinator of Clinical Education (ACCE) / Asst. ACCE	4	11.76
Core Faculty	9	26.47
Associated/Contributing/Adjunct Faculty/Laboratory Assistant	2	5.88
Director of Rehabilitation	2	5.88
Site Coordinator of Clinical Education	2	5.88
Clinical Instructor	9	26.47
Total	34	100.0

#### Round IV Distribution of Positions in Organization

Position in Organization	Frequency	Percent
Program Director	4	13.33
Asst. Program Director	1	3.33
Director of Clinical Education (DCE) / Asst. DCE / Academic Coordinator of Clinical Education (ACCE) / Asst. ACCE	3	10.00
Core Faculty	8	26.67
Associated/Contributing/Adjunct Faculty/Laboratory Assistant	2	6.67
Director of Rehabilitation	2	6.67
Site Coordinator of Clinical Education	2	6.67
Clinical Instructor	8	26.67
Total	30	100.0

DISTRIBUTION OF STUDENT  
RESPONDENTS ACCORDING TO THEIR  
SOCIO-DEMOGRAPHIC PROFILE

<b>Socio - Demographic Variables</b>		
<b>Consent to personal data being processed</b>	<b>Frequency</b>	<b>Percent</b>
Yes	532	100.0
<b>Age</b>	<b>Mean <math>\pm</math> Std. Dev</b>	<b>Min / Max</b>
	29.6 $\pm$ 4.46	22 / 43
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	298	56.0
Male	230	43.2
Other	4	0.8
<b>Sexual Orientation</b>	<b>Frequency</b>	<b>Percent</b>
Bisexual	10	1.9
Do not know	0	0
Gay	2	0.4
Heterosexual (straight, male/female relationships)	500	94.0
Lesbian	10	1.9
Other	6	1.1
Prefer not to answer	4	0.8

<b>Race</b>	<b>Frequency</b>	<b>Percent</b>
American Indian	2	0.4
Another race	12	2.3
Asian or Asian American	49	9.2
Black or African American	49	9.2
Hispanic or Latino	61	11.5
Native Hawaiian	2	0.4
White or Caucasian	357	67.1
<b>Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>
Hispanic or Latino	61	11.5
Not Hispanic or Latino	471	88.5

Region	Frequency	Percent
East-North Central	38	7.1
East-South Central	123	23.1
Mid-Atlantic	14	2.6
Mountain	8	1.5
New England	16	3.0
Pacific	63	11.8
South Atlantic	147	27.6
West-North Central	65	12.2
West-South Central	58	10.9
Program Location	Frequency	Percent
Rural	32	6.0
Suburban	178	33.5
Urban	322	60.5



Highest Earned Degree	Frequency	Percent
Bachelors	479	90.0
Masters	53	10.0
PhD or equivalent	0	0
Year in the Program	Frequency	Percent
1st year	229	43.0
3rd year	303	57.0
Total	532	100.0

DISTRIBUTION OF FACULTY  
RESPONDENTS FOR THE MODIFIED NET  
PROMOTER SCORE ACCORDING TO THEIR  
SOCIO-DEMOGRAPHIC PROFILE

Socio - Demographic Variables		
Consent to personal data being processed	Frequency	Percent
Yes	104	100.0
Age	Mean $\pm$ Std. Dev	Min / Max
	49.47 $\pm$ 7.28	30 / 72
Gender	Frequency	Percent
Female	57	54.8
Male	47	45.2
Other	0	0
Sexual Orientation	Frequency	Percent
Bisexual	1	1.0
Do not know	0	0
Gay	3	2.9
Heterosexual (straight, male/female relationships)	98	94.2
Lesbian	1	1.0
Other	0	0
Prefer not to answer	1	1

Race	Frequency	Percent
American Indian	0	0
Another race	0	0
Asian or Asian American	2	2.2
Black or African American	15	14.4
Hispanic or Latino	5	4.8
Native Hawaiian	2	2.0
White or Caucasian	80	76.9
Ethnicity	Frequency	Percent
Hispanic or Latino	5	4.8
Not Hispanic or Latino	99	95.2

<b>Region</b>	<b>Frequency</b>	<b>Percent</b>
East-North Central	6	5.8
East-South Central	14	13.5
Mid-Atlantic	11	10.6
Mountain	4	3.8
New England	5	4.8
Pacific	11	10.6
South Atlantic	32	30.8
West-North Central	13	12.5
West-South Central	8	7.7
<b>Program Location</b>	<b>Frequency</b>	<b>Percent</b>
Rural	18	17.3
Suburban	37	35.6
Urban	49	47.1

Highest Earned Degree	Frequency	Percent
DPT	11	10.6
Masters	10	9.6
PhD or equivalent	67	64.4
PhD plus DPT	6	5.8
Transitional DPT	10	9.6
Entry-level Physical Therapy Degree	Frequency	Percent
Bachelors	49	47.1
Doctoral	19	18.3
Masters	36	34.6

Setting of Clinical Practice	Frequency	Percent
Acute care	28	26.9
Health system	21	20.2
Skilled nursing facility	14	13.5
Extended care facility	5	4.8
Intermediate care facility	6	5.8
Home health	25	24.0
Orthopedic outpatient	1	1.0
Outpatient General	1	1.0
Outpatient hospital-based	1	1.0
Pediatrics	1	1.0
School-based	1	1.0

American Board of Physical Therapy Specialties (ABPTS) certification	Frequency	Percent
Geriatrics	22	21.2
Orthopedic	22	21.2
Sports	3	2.9
Neurology	10	9.6
Cardiovascular/pulmonary	4	3.8
Women's health	4	3.8
Electro	1	1.0
Oncology	1	1.0
Pediatrics	7	6.7
None	30	28.8
Wound care ( <i>Removed from the ABPTS list</i> )	1	1.0