#### Johnson & Wales University

#### ScholarsArchive@JWU

Student Research Design & Innovation Symposium

Community Research & Innovation Events

2024

#### Leadership for Aspiring Healthcare Professionals

Christina Wilson

Follow this and additional works at: https://scholarsarchive.jwu.edu/innov\_symposium



Part of the Medicine and Health Sciences Commons



# Leadership for Aspiring Healthcare Professionals

Christina C. Wilson, OT/S
Faculty Mentor: Dr. Monique Dawes, OTD, OTR/L, CPAM

### ABSTRACT

The purpose of this scoping review was to determine the current state of the literature on leadership development for undergraduate students, and how this information intersects with minority identities. The aim of the capstone project that will follow this review is to develop a curriculum that will nurture and expand on the authentic leadership skills of undergraduate students at local colleges and universities.

### BACKGROUND

There is a lack of diversity in the current OT workforce. This lack of representation can make it difficult for minority students to envision themselves as OTPs. When students can not envision themselves as OTPs, this impacts their confidence and belief that they can be successful applicants to OT programs. This decreased self-efficacy prevents these students from applying to OT programs. Self-efficacy can be improved through increasing a student's authentic leadership skills.

Authentic Leadership: integrity, guiding principles, morals, individual motivations

AOTA 2023 Workforce Racial Identities:

# METHODS

#### **Key Words**

undergraduate students, college students, university students, postsecondary students, tertiary students, leadership curriculum, leadership development, leadership training, leadership course, self-esteem, self-concept, self-worth, self-evaluation, self-perception, self-confidence, self-image, self-efficacy, self-assurance

#### **Databases Searched**

CINAHL Complete
Academic Search Complete
Academic Search Elite
APA PsychArticles
Education Research Complete
Google Scholar

#### **Inclusion**

•Published between 2013 and 2023 and available in English
•Publication's geographic location included a tag for the United States
•Sourced from an academic journal
•Population includes current college students

#### **Exclusion**

Not peer reviewed
No English transcript available
Book reviews
Non-article content

## RESULTS

- Of the 10 articles reviewed, 3 took measurements on self-efficacy and only 1 reported [positive] changes in self-efficacy at the completion of their intervention.
- Simulated experiences were perceived by undergraduate students as a safer means of practicing leadership skills.
- Self-awareness seems to be a skill many undergraduate students either had or gained through the intervention process, but self-reflection and retrospective thought was more impactful in the student's growth.
- Agents of student development are now recognizing the need for generalizability of skillsets for students to transfer leadership skills to spaces outside of the classroom.
- OT students perceive leadership development modeled after authentic leadership as representative of their expectations, however effectiveness of this model has not yet been explored.
- Sample size and monolithic racial demographics limited most studies included in this review.

### CONCLUSION

- In the literature review minority student's experiences and opinions are not evenly represented.
- Traditional leadership development strategies are ineffective in improving undergraduate student's selfefficacy.
- Authentic leadership principles impact on self-efficacy need to be further explored.

#### NEXT STEPS

- Incorporate authentic leadership theory principles into a leadership development protocol.
- Implement the protocol into a previously established mentorship program designed for undergraduate students at Johnson & Wales University.

#### CONTACT INFORMATION

Christina Wilson, OT/S

Johnson & Wales University

Cwilson03@wildcats.jwu.edu

# PLEASE SEE HANDOUT FOR REFERENCES





