

UNIT REPORT

Physician Assistant Studies (MPAS)**- Reviewer's Report - Academic****Data**

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Physician Assistant Studies (MPAS)

PAS Program Mission

Mission:

The mission of the School of Physician Assistant Studies is to educate students to become Physician Assistants that will serve the people of Florida and the nation as part of a multiprofessional healthcare team in a diverse and ever changing healthcare environment. <http://pap.med.ufl.edu/about-us-2/university-of-florida-pa-program/mission-statement/> "The mission of the UFCOM is to develop excellent physician assistants who will contribute to the advancement of medical science and provide compassionate care of the highest quality for patients. We are committed to a diverse and inclusive environment, attracting the best minds to learn, discover, heal and ameliorate human suffering." https://com-main.sites.medinfo.ufl.edu/files/2013/02/UFCOM_Strategic_Plan.pdf The mission of the University of Florida is: "to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas" in its threefold mission: teaching, research and service. <https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx> The mission of the School is in alignment with the mission of the College and University through education physician assistants to serve and meet the growing health care needs of the people of Florida and the nation. Faculty members in the School also contribute to this missions through teaching and serving the community in various clinical practice settings. Service to the people of Florida and the country is consistent with the defined service statement of the University in that the School shares the knowledge of its students, graduates, and faculty members for the public good and advocates the health and well-being of the people.

Start: 07/01/2017**End:** 06/30/2018

PG1 Educate PAs

Goal: To educate physician assistants (PAs) who will be eligible for licensure and capable of practicing medicine in accordance with state law.**Evaluation Method:**

Passing the Physician Assistant National Certification Examination (PANCE) (entry level certification examination required to obtain a license). Exit survey of graduates assessing their readiness to practice following graduation.

Results:

The school established a goal to have a first time pass rate on the Physician Assistant National Certification Examination (PANCE) that exceeds the national average. This goal has been met over the last six years, maintaining a first time pass rate for UF PA School graduates of 99.2% (413 out of 415 graduates) compared to the national pass rate of 95.5%. The School of PA Studies Class of 2018 achieved a 100% (59 out of 59 graduates) first time pass rate. See the PANCE data attached.

The School of PA Studies exit survey is provided to the graduating class each year during the month prior to their graduation. The survey results were evaluated by the Curriculum Committee as well as the Program Director to identify trends that may be present or otherwise require attention. Topics such as readiness for practice and level of confidence were surveyed within the tool. Greater than 90% of graduates indicated on the exit survey that they felt prepared to enter practice. Using a Likert scale of 1-5, with 1 indicating strongly disagree and 5 representing strongly agree, the exit survey of the 59 graduating students in the Class of 2018 rated their preparation to enter clinical practice as 4.6. See Exit Survey data attached.

Attached Files

XOn Campus: true**XProgram CIP:** 51.0912**XOnline:** false**XOther Site:** false**XIf Other Site:**

SLO1 Medical Knowledge

Outcome: Recall, interpret and apply medical knowledge to patient care accurately and effectively.**SLO Area (select one):** Knowledge (Grad)**Assessment Method:**

Evaluation of the program is done on a continuous basis and includes performance on examinations within the Introduction to Medicine sequence.

SLO Not Assessed This Year: false**Results:**

Students have progressed as expected through the program, meeting the academic expectations with very few exceptions. These students have transitioned into their clinical phases of training and/or taken the PANCE exams appropriately applying their medical knowledge. The few students that have not met the academic goals related to medical knowledge have been adequately remediated and then moved into the clinical phase of training or onto graduation successfully.

Introduction to Medicine and end of rotation exam scores are monitored on a regular basis by the Professional Standards and Promotions Committee. The criterion for success was that 100% of students passed the end of rotation exam. 98%, 59 out of 60 students passed the Introduction to Medicine exam, see data attached. The committee held regular meetings throughout the academic year, occurring on a bimonthly basis on average, and made recommendations for at risk or failing students in accordance with their examination performance. This met the criterion for success after the student remediated.

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 60

How many students met the outcome?: 59

What percentage of students met the outcome?: 98

Does this meet your threshold of acceptability?: Yes

SLO2 Skills

Outcome:

Collect and accurately record comprehensive and coherent patient encounter data, including history, physical examination, and diagnostic tests and implement an appropriate management plan.

SLO Area (select one): Skills (Grad)

Assessment Method:

Evaluated through OSCEs (Objective Structured Clinical Examinations) with standardized patients and written clinical notes based on these examinations.

SLO Not Assessed This Year: false

Results:

Students were required to pass the Objective Structured Clinical Examinations (OSCE) as well as each of their clinical rotations. UFSPAS utilized OSCE's to evaluate student competencies prior to the completion of the curriculum. Students progressed through multiple OSCE encounters throughout the curriculum, each one focusing on different areas including history, physical exam, differential diagnosis and professionalism.

Students participated in formative OSCEs, which practiced skill development and provided feedback, and summative OSCEs, which were graded and required to "pass" this element of the curriculum; therefore, 56 out of 59 students (or 95%) successfully passed their OSCE in 2017-2018. OSCE stations included a standardized patient encounter and post-encounter evaluation around specific skill and content areas. OSCE cases verified competency of each student in areas of preventive, emergent, acute and chronic patient care; care for conditions across the lifespan; women's health care; care for conditions requiring surgical management; and behavioral and mental health care. This met the criterion for success after the students remediated. See data attached.

Preceptor evaluations were utilized during rotations for formative feedback and at the conclusion of each rotation for summative evaluation of each student. These evaluations were completed on each rotation and verified competency of each student in areas of preventive, emergent, acute and chronic patient care; care for conditions across the lifespan; women's health care; care for conditions requiring surgical management; and behavioral and mental health care.

All of the students must successfully pass each of their clinical rotations. The preceptors are monitored their interactions with patients and evaluated them on the various aspects of the patient encounter. Site visits by PA school faculty members during clinical rotations were performed one last time for each student throughout their clinical phase.

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 59

How many students met the outcome?: 56

What percentage of students met the outcome?: 95

Does this meet your threshold of acceptability?: Yes

SLO3 Professionalism

Outcome:

Create and sustain a therapeutic and ethically sound relationship with patients and work effectively as a member of an interdisciplinary healthcare team.

SLO Area (select one): Professional Behavior (Grad)

Assessment Method:

Evaluated through assessment by faculty members and clinical preceptors, in the classroom and patient encounters and OSCE examinations. Number of students brought before the Professional Standards and Promotion Committee for adjudication.

SLO Not Assessed This Year: false

Results:

Students were required to receive an acceptable assessment in the area of professionalism during each stage of their education, with a recorded passing assessment during each month of their clinical year. Those students who needed remediation (as noted above) were brought before the Professional Standards and Promotion Committee (PSPC). For the Class of 2018, 5% (3 out of 60 students) were brought before the PSPC. Each of these students had their issues remediated/resolved and they graduated. This met the criterion for success.

The data for this SLO is not included as the data contains sensitive information; however, the data is available upon request.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 95

How many students did you assess for this outcome?: 60

How many students met the outcome?: 57

What percentage of students met the outcome?: 95

Does this meet your threshold of acceptability?: Yes

Physician Assistant Studies Use of Results

Program: Physician Assistant Studies (MPAS)

Programmatic Use of Results:

There was a continuous self-study process in the School of Physician Assistant Studies with examinations of all aspects of the program. The Professional Standards and Promotion Committee met regularly which assured an accurate tracking of student learning and progress while at the same time readily identified students at risk of academic and professional difficulties. Upon review of 2017-2018 assessment results, it was decided to implement experiential learning to strengthen the students skills and clinical decision making. In addition, Entrustable Professional Activities (EPA) for Physician Assistants were evaluated during the clinical phase of the curriculum, and we decided to expand the didactic phase of training.

The rigor of training and assessment in the School of PA Studies was evidenced through a site visit and program analysis by ARC-PA, the Physician Assistant Accreditation body. In 2017, the UF SPAS was granted a full 10-year accreditation.

Program Results Not Reported This Year:

PAS APP Detail

End: 06/30/2018

Start: 07/01/2017

Providing Department: Physician Assistant Studies (MPAS)

Assessment Cycle (All AAPs):

Analysis and Interpretation:

Assessment is continuous with comprehensive reviews by the Curriculum Committee and Faculty Committee at the end of each semester and each academic year (June 1 to July 31 each year).

Program Modifications:

Completed by mid-August

Dissemination:

Completed by mid-August

Accreditation of the School is conducted by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) occurs based on the results of the previous accreditation timeline. The last action of ARC-PA on the School occurred September of 2012 and the School was awarded five years of continued accreditation. The next site visit is scheduled for 2017.

Year	14-15	15-16	16-17	17-18	18-19	19-20
SLOs						
Content Knowledge						
#1 Recall, interpret and apply medical knowledge	X	X	X	X	X	X
Skills						
#2 Collect and accurately record patient encounter data	X	X	X	X	X	X
Professional Behavior						
#3 Create and sustain professional relations with patients and interdisciplinary healthcare team	X	X	X	X	X	X

SLO Assessment Rubric (All AAPs):

See attached rubric.

Attached Files

Research (Graduate and Professional AAPs only):

The current degree, Master of Physician Assistant Studies, is not a research degree. Students are not required but are encouraged to participate in scholarly activities under the mentorship of a faculty member through participation in the student writing competition sponsored by the Physician Assistant Education Association and in poster presentations at state and national meetings.

Students are educated in research methods in the required Evidence-Based Medicine course which introduces them to study design and critical analysis of various types of studies, including conclusions, through currently published journal articles. A group project is required of all students (working in groups of four students per group) demonstrating their ability of critical analysis of a topic selected by the group.

Measurement Tools (Graduate and Professional AAPs Only):

Medical knowledge SLOs are assessed through written examinations. Clinical skills are assessed through OSCEs (Objective Structured Clinical Examinations), and written clinical notes. Professionalism and ethics is assessed throughout the educational process, by observation in all settings by faculty members and clinical preceptors, and OSCE examinations, as well as those students who are brought before the Professional Standards and Promotion Committee.

Assessment Timeline (Graduate and Professional AAPs only):