

Institutional Effectiveness Report

Name of Program:	Physician Assistant Studies
Year:	2019-2020
Name of Preparer:	April H. Martin

Program Mission Statement

- The Francis Marion University Physician Assistant Program seeks to educate excellent primary care physician assistants to become compassionate, ethical, and clinically skillful graduates who are ready to provide health care services with personal and professional integrity.
- The FMU Mission Statement establishes a priority of excellence in teaching and learning while serving the Pee Dee region and the state of South Carolina. The FMU PA Program mission statement aligns with these goals by educating excellent primary care PA's to serve by providing health care services to the residents of the Pee Dee and South Carolina.

Program Learning Outcomes (PLOs)

- The first-time pass rate for each graduating class on the Physician Assistant National Certifying Exam (PANCE) will be at or above the national average.
 - The student attrition rate for each cohort will be 3.5% or less.
 - The employment rate at six months after program completion will be 95%.
 - Fifty percent of graduates will be employed in primary care after graduation.
 - All students will complete a required clinical rotation in an underserved area.
- The Program Learning Outcomes align with the PA program's Mission Statement by measuring the amount of graduates that are employed in primary care after graduation, ensuring students complete rotations in underserved areas, and meeting the pass rate for the PANCE at or above the national average. The goals will ensure that we educate excellent primary care PA's that are clinically skillful and that we provide services to the Pee Dee region as stated in the university's Mission Statement.

Student Learning Outcomes (SLOs)

- 1) **Knowledge** of pharmacology principles and an understanding of the pharmacotherapeutics to provide appropriate pharmacologic therapy and implementation of an appropriate patient treatment plan.
- 2) Demonstrate **professional behavior** with high ethical standards sensitive to the patient, family/caregiver and members of the health care team across the lifespan (infants, children, adolescents, adults, elderly).
- 3) **Knowledge** base of anatomy, physiology, genetics and molecular mechanisms of health and disease and their application in clinical practice.

- 4) Knowledge of routine **clinical and technical skills** and more specialized diagnostic studies/procedures and the ability to accurately interpret the diagnostic studies/procedures for patient care.

Assessment Methods

- 1) **Knowledge** of pharmacology principles and an understanding of the pharmacotherapeutics to provide appropriate pharmacologic therapy and implementation of an appropriate patient treatment plan.

METHOD of EVALUATION: The course instructors administer the written examinations throughout the semester and report the grades to the PA program Assessment Committee. Any grade below the program defined benchmark is also reported to the PA program Student Affairs and Progression Committee (SAPC) for review. If action is needed, the SAPC is responsible. Preceptor evaluations are sent out after each clinical rotation by the PA program's Clinical Coordinator, who then collects the data and reports any students that score below the program defined benchmark to the SAPC for action. The Assessment Committee analyzes the data at the completion of each semester.

A. Written Examinations (DIRECT)

- Baseline Cohort 1 – 90%
- Benchmark - $\geq 70\%$
- Target for Cohort 2 – 90%

B. Preceptor Evaluation of the Student (INDIRECT)

- Baseline Cohort 1 – 4.14
- Benchmark – \geq rating of 4
- Target for Cohort 2 – 4.14

- 2) Demonstrate **professional behavior** with high ethical standards sensitive to the patient, family/caregiver and members of the health care team across the lifespan (infants, children, adolescents, adults, elderly).

METHOD of EVALUATION: The course instructors administer the practical examinations throughout the semester and report the grades to the PA program Assessment Committee. Any grade below the program defined benchmark is also reported to the PA program Student Affairs and Progression Committee (SAPC) for review. If action is needed, the SAPC is responsible. Preceptor evaluations are sent out after each clinical rotation by the PA program's Clinical Coordinator, who then collects the data and reports any students that score below the program defined benchmark to the SAPC for action. The Assessment Committee analyzes the data at the completion of each semester.

- A. Preceptor Evaluation of the Student (INDIRECT)
 - Baseline Cohort 1 – 4.79
 - Benchmark – \geq rating of 4
 - Target for Cohort 2 – 4.79
 - B. Practical Examinations (DIRECT)
 - Baseline Cohort 1 – 93%
 - Benchmark – $\geq 70\%$
 - Target for Cohort 2 – 93%
- 3) **Knowledge** base of anatomy, physiology, genetics and molecular mechanisms of health and disease and their application in clinical practice.

METHOD of EVALUATION: The course instructors administer the written examinations throughout the semester and report the grades to the PA program Assessment Committee. Any grade below the program defined benchmark is also reported to the PA program Student Affairs and Progression Committee (SAPC) for review. If action is needed, the SAPC is responsible. Preceptor evaluations are sent out after each clinical rotation by the PA program's Clinical Coordinator, who then collects the data and reports any students that score below the program defined benchmark to the SAPC for action. The Assessment Committee analyzes the data at the completion of each semester.

- A. Written Examinations (DIRECT)
 - Baseline Cohort 1 – 96%
 - Benchmark - $\geq 70\%$
 - Target for Cohort 2 – 96%
 - B. Preceptor Evaluation of the Student (INDIRECT)
 - Baseline Cohort 1 – 4.59
 - Benchmark – \geq rating of 4
 - Target for Cohort 2 – 4.59
- 4) Knowledge of routine **clinical and technical skills** and more specialized diagnostic studies/procedures and the ability to accurately interpret the diagnostic studies/procedures for patient care.

METHOD of EVALUATION: The course instructors administer the practical examinations throughout the semester and report the grades to the PA program Assessment Committee. Any grade below the program defined benchmark is also reported to the PA program Student Affairs and Progression Committee (SAPC) for review. If action is needed, the SAPC is responsible. Preceptor evaluations are sent out after each clinical rotation by the PA program's Clinical Coordinator, who then collects the data and reports any students that score below the program defined benchmark to the SAPC for action. The Assessment Committee analyzes the data at the completion of each semester.

- A. Practical Exams (DIRECT)
 - Baseline Cohort 1 – 96%
 - Benchmark – $\geq 70\%$

- Target for Cohort 2 – 96%
- B. Preceptor Evaluation of the Student (INDIRECT)
 - Baseline Cohort 1 – 3.79
 - Benchmark – \geq rating of 4
 - Target for Cohort 2 – 3.79

Assessment Results

There were a total of 32 students in cohort 1 and 31 students in cohort 2.

- 1) **Knowledge** of pharmacology principles and an understanding of the pharmacotherapeutics to provide appropriate pharmacologic therapy and implementation of an appropriate patient treatment plan.
 - The benchmarks for both direct and indirect evaluation methods were met by cohort 2. Cohort 2 met the target for written examination with a mean of 90%. Cohort 2 exceeded the target for preceptor evaluation rating with a mean of 4.29.
- 2) Demonstrate **professional behavior** with high ethical standards sensitive to the patient, family/caregiver and members of the health care team across the lifespan (infants, children, adolescents, adults, elderly).
 - Cohort 2 met the benchmark for practical examinations but the class mean of 91% did not meet the target of 93% for practical examinations. Cohort 2 met the benchmark for preceptor evaluation and exceeded the target of 4.79 with a mean rating of 4.86.
- 3) **Knowledge** base of anatomy, physiology, genetics and molecular mechanisms of health and disease and their application in clinical practice.
 - Cohort 2 met the benchmarks for written examination and preceptor evaluation but did not exceed the target for either item. Cohort 2's mean for written examination was 92% and 4.29 for preceptor evaluation rating.
- 4) Knowledge of routine **clinical and technical skills** and more specialized diagnostic studies/procedures and the ability to accurately interpret the diagnostic studies/procedures for patient care.
 - Cohort 2 met the benchmarks for practical examinations and preceptor evaluation. Cohort 2 exceeded the target of 3.79 for preceptor evaluation with a mean rating of 4.41. Cohort 2 had a mean score of 95% for practical examinations which did not meet the target of 96%.

Action Items

- All benchmarks were met.
- There were changes made to the faculty assignments for basic science courses from cohort 1 to cohort 2 which could have played a factor in the decreased mean for cohort 2.
- Pharmacology was separated into a stand-alone course with cohort 2 which may have contributed to students being more prepared for clinical rotations resulting in their increased rating by preceptors compared to cohort 1.
- Improvement in evaluation methods and instruction with cohort 2 resulted in an increased rating by preceptors for student's preparedness for clinical skills and procedures when compared to cohort 1.
- The program will continue to monitor for trends to identify areas of improvement.
- The program will use a mean of cohort 1 and cohort 2 data to establish the target for cohort 3.

Executive Summary of Report

- The program has provided the students with the instruction and evaluation necessary to meet the Program and Student Learning Outcomes. The program will continue to work to identify faculty to teach the basic science courses which enable the students to establish a strong foundation of knowledge before entering into the more complex material presented throughout the remainder of the didactic year. Professionalism has been a very important concept that is taught and expected from the admissions process through graduation and entry into clinical practice. The students are evaluated on professional conduct throughout the admissions process and receive instruction and evaluation from the start of the program. The modifications implemented with clinical skills instruction and evaluation has improved the student's preparedness ratings by preceptors during the clinical year. A larger variable used by the program to measure student's performance in meeting the Program and Student Learning Outcomes is the performance on the Physician Assistant National Certifying Examination (PANCE). This exam is completed after program completion and will be used to evaluate the success of the students in cohort 2 in the Spring of 2021.



**Francis Marion University Physician Assistant Studies
Ear Lavage**

Name _____
Date _____

Evaluator _____
Begin: _____ End: _____

Observe and rate the student's performance of Cerumen Removal. Check only those items actually performed. The student has 15 minutes to complete the exam.

Grade Scale:

✓	Satisfactory	1 Point
✓-	Questionable technique	½ Point
0	Omitted/unsatisfactory	0 Points

Introduction

- _____ Dresses professionally, including jacket and nametag
- _____ Introduces self and explains role
- _____ Obtains identifying information from patient
- _____ Explains purpose of procedure
- _____ Washes hands in patient's presence

Procedure Ceruman Removal

- _____ Confirm presence of cerumen with otoscope
- _____ (5) Collect material:
 - Syringe, otoscope, body temperature water, cerumen spoon, loop, or right angle hook, alligator forceps
- _____ Wash hands
- _____ Place water proof barrier (absorbant pad) across patients neck and shoulder
- _____ Fill syringe with body temperature water
- _____ Have patient hold basin under affected ear
- _____ Place syringe tip into the lateral canal
- _____ Irrigate with steady stream aiming superior canal
- _____ Inspect canal and TM with otoscope after every attempt
- _____ Repeat as needed until cerumen removed or patient complains of pain
- _____ Voices that if unsuccessful would attempt removal with spoon, curette, or right angle hook
- _____ Voices that may place Cerumenex or Debrox for a few days and have patient return
- _____ Check condition of patient
- _____ Wash hands
- _____ Ask patient if any questions
- _____ Thank patient

___ Demonstrated professional behavior throughout procedure

General Comments:

Score: ___/26

Grade: ___%

Updated 12/3/2015 JFH



PRECEPTOR SURVEY OF STUDENT PREPAREDNESS

Date Completed: _____

Specialty: _____

Please evaluate the students from the current year by checking the boxes that most accurately describe how prepared they were for clinical care. Rate only those items in the particular setting in which you participated.

	Poorly Prepared	Below Average	Average	Above Average	Well Prepared	NA
Please choose the response that best describes how prepared the PA students are in the following aspects of clinical care:						
Basic Sciences						
Pathophysiology						
History Taking						
Physical Examination						
Ordering Diagnostic Studies						
Lab Interpretation						
Radiology Skills						
Differential diagnosis						
Critical Thinking						
Treatment Planning						
Pharmacology						
Procedure Skills						
Time Utilization						
Case Presentation						
Please choose the response that best describes how prepared the PA students are in the following categories:						
Patient Support						
Listening Skills						
Conflict Resolution						
Professional Conduct						
Rapport with Co-workers						
Attitude towards learning						

How would you compare the overall preparedness of FMU PA students to similar students from other programs?	Better Prepared	Similarly Prepared	Less Prepared

