

**SAINT FRANCIS UNIVERSITY  
SCHOOL OF HEALTH SCIENCE  
DEPARTMENT OF PHYSICIAN ASSISTANT SCIENCES  
MASTER OF PHYSICIAN ASSISTANT SCIENCE PROGRAM**

**Success of the Program in Achieving its Goals**

SECTION A: ADMINISTRATION from the Accreditation Standards for Physician Assistant Education

OBJECTIVE: FAIR PRACTICES AND ADMISSIONS, SECTION A3.14b

"The program must define, publish and make readily available to ... students general program information to include: the success of the program in achieving its goals."

Description of the Profession: The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings. Professional competencies for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based practice, as well as an unwavering commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served. These competencies are demonstrated within the scope of practice, whether medical or surgical, for each individual physician assistant as that scope is defined by the supervising physician and appropriate to the practice setting. (Competencies for the Physician Assistant Profession, Introduction)

In keeping with the expectations listed above, graduates will be able to perform the following services in a professional manner that is compassionate, competent and efficient:

**Medical Knowledge:**

Graduates will have medical knowledge including an understanding of anatomy and physiology, pathophysiology, patient presentation, differential diagnosis, patient evaluation and management, surgical principles, health promotion and disease prevention to be able to provide competent and comprehensive health care. Graduates will be able to demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care utilizing an investigatory and analytic thinking approach to clinical situations.

- The first-time pass rate on the PANCE for 2017 was a 100%. The national average is 97%.
- For the 2016 MPAS Graduates, they obtained at or above the national average on six of the seven PANCE Task areas.
- The 2017 Preceptor Evaluation of Student Preparedness for Rotations has an average rating on Medical Knowledge questions of a 3.46/4.00 (with a 4.00 being strongly agree). Each individual question achieved well above the 2.50 benchmark.
  - Students are able to collect a thorough but focused history of common acute and chronic problems
  - Students demonstrate an appropriate level of competency and proficiency with PE techniques, as well as perform a systematic and organized PE pertinent to the chief complaint
  - Students give pertinent positives and negatives for patients with single or multiple problems in a concise, well-organized and accurate fashion within the designated time frame
  - Students interpret and integrate test results accurately, researching data as needed
  - Students show some independent thought in solving problems of patient care and practice management within the limits of his/her knowledge and training
  - Students have a good knowledge base and understanding of scientific concepts and are able to recognize normal variants from abnormal findings
  - Students accurately interpret data to arrive at a tentative diagnosis with a reasonable differential, considering common conditions first
  - Students establish a management plan that reflects documented priorities and realistic patient expectations

- Students develop plans that are comprehensive, safe, logical and cost-effective as well as initiate a management plan that includes patient education utilizing effective intervention techniques; discuss diagnosis, treatment options and patient concerns; give clear instructions including follow-up
- Each year the students that are about to graduate are asked to rate the curriculum's instruction in various topics as identified in the ARC-PA *Standards*. The 2017 Student Exit Evaluation of the Program has the average rating of the students' responses on Medical Knowledge questions a 3.33/4.00 (with a 4.00 being strongly agree).

### **Clinical Competence:**

Graduates will have the ability to provide effective patient care that includes assessment, evaluation and management to diverse populations across the life-span in an ethical, compassionate and inter-professionally collaborative manner. Graduates will possess the necessary technical skills as well as clinical reasoning and problem-solving abilities to provide equitable and efficient patient-centered care.

- The 2016-2017 average grade on the written portion of the Summative Exam was a 74.5% (benchmark of a 65%). The average grade on the patient encounter simulation portion of the exam was an 87.5% (benchmark of 80%).
- The 2017 Preceptor Evaluation of Student Preparedness for Rotations has an average rating on Clinical Competence questions of a 3.46/4.00 (with a 4.00 being strongly agree). Each individual question achieved well above the 2.50 benchmark.
  - Students are able to collect a thorough but focused history of common acute and chronic problems.
  - Students demonstrate an appropriate level of competency and proficiency with PE techniques, as well as perform a systematic and organized PE pertinent to the chief complaint.
  - Students record historical data, PE findings, assessment, orders and problem list in a concise well-organized fashion.
  - Students interpret and integrate test results accurately, researching data as needed.
  - Students are able to perform various clinical tasks (such as venipuncture, IVs, EKGs, Pap smears, suturing, injections, etc.) appropriate to your specialty.
  - Students show some independent thought in solving problems of patient care and practice management within the limits of his/her knowledge and training.
  - Students have a good knowledge base and understanding of scientific concepts and are able to recognize normal variants from abnormal findings.
  - Students accurately interpret data to arrive at a tentative diagnosis with a reasonable differential, considering common conditions first.
  - Students establish a management plan that reflects documented priorities and realistic patient expectations.
  - Students develop plans that are comprehensive, safe, logical and cost-effective as well as initiate a management plan that includes patient education utilizing effective intervention techniques; discuss diagnosis, treatment options and patient concerns; give clear instructions including follow-up.
- The 2017 Student Exit Evaluation of the Program has the average rating of the students' responses on Clinical Competence questions a 3.34/4.00 (with a 4.00 being strongly agree).

### **Interpersonal and Communication Skills:**

Graduates will possess interpersonal and communication skills including verbal, nonverbal and written that result in effective information exchange with patients, families, physicians and other health professionals.

- The 2016-2017 average grade on the written component of the Masters Capstone Project was an 91.3% (benchmark of 85%).
- The 2016-2017 average grade on the clinical year case presentation was a 94.5% (benchmark of 93%).
- The 2017 Preceptor Evaluation of Student Preparedness for Rotations has an average rating on Interpersonal and Communication Skills questions of a 3.59/4.00 (with a 4.00 being strongly agree). Each individual question achieved well above the 2.50 benchmark.

- Students are able to collect a thorough but focused history of common acute and chronic problems.
- Students give pertinent positives and negatives for patients with single or multiple problems in a concise, well-organized and accurate fashion within the designated time frame.
- Students record historical data, PE findings, assessment, orders and problem list in a concise well-organized fashion.
- Students develop plans that are comprehensive, safe, logical and cost-effective as well as initiate a management plan that includes patient education utilizing effective intervention techniques; discuss diagnosis, treatment options and patient concerns; give clear instructions including follow-up.
- Students relate and interact appropriately with colleagues and preceptors.
- Students demonstrate basic communication skills including listening, responding and using appropriate language as well as are able to establish rapport and demonstrate sensitivity and respect for the patient.
- The 2017 Student Exit Evaluation of the Program has the average rating of the students' responses on Interpersonal and Communication Skills questions a 3.39/4.00 (with a 4.00 being strongly agree). Each individual question achieved well above the 2.50 benchmark.

### **Professionalism:**

Graduates will be able to demonstrate appropriate academic and professional skills, attributes, attitudes and behaviors necessary to function as a physician assistant. Graduates will possess an understanding of health policies and delivery systems to promote their participation as health care leaders in identifying solutions to community and professional endeavors, including service to people and communities in need, as expressed through the Franciscan tradition.

- The MPAS Program requires all didactic students to complete 25 hours of community service.
- Of the 2017 graduates, one student reported going on a mission trip at some point in the didactic and/or clinical year. Thirty-five percent of the students reported completing more service than just the required 25 hours for didactic year.
- The 2017 Preceptor Evaluation of Student Preparedness for Rotations has an average rating on Professionalism questions of a 3.70/4.00 (with a 4.00 being strongly agree). Each individual question achieved well above the 2.5 benchmark.
  - Students develop plans that are comprehensive, safe, logical and cost-effective as well as initiate a management plan that includes patient education utilizing effective intervention techniques; discuss diagnosis, treatment options and patient concerns; give clear instructions including follow-up.
  - Students relate and interact appropriately with colleagues and preceptors.
  - Students demonstrate basic communication skills including listening, responding and using appropriate language as well as are able to establish rapport and demonstrate sensitivity and respect for the patient.
  - Students understand the role of the PA as appropriate to the specialty.
  - Students demonstrate an appropriate level of self-confidence in the clinical setting.
  - Students are reliable and dependable in fulfilling obligations and commitments.
  - Students display professional demeanor in all aspects of clinical care.
- The 2017 Student Exit Evaluation of the Program has the average rating of the students' responses on Professionalism questions a 3.20/4.00 (with a 4.00 being strongly agree). Each individual question achieved above the 2.50 benchmark.