

# Physician Assistant Education Training Model (PAETM): Addressing the PA educator shortage

Miranda Collins, MEd, MPAS, PA-C

Marietta College Program Director

William A. Childers Jr., EdD, MS, PA-C

West Liberty State College Program Director

# Marietta College PA Program Faculty

- Gloria Stewart
- Jennifer Childers
- John Grosel
- Jennifer Hancock
- Bill Childers
- Bradley Pierce
- Kevin Alten
- Ainsley Weisman
- Peter Hogan
- Miranda Collins

The creation of the PAETM program and this presentation would not have been possible without the expertise and hard work of these individuals

All named have given consent for use of their material in this presentation

# Objectives

- Recognize PA educator shortage and need for future educators
- Formulate a curriculum beneficial for future PA educators
- Organize an on-campus experience for future PA educators
- Implement an assessment tool for evaluation of curriculum and on-campus experience
- Analyze data
  - From participants within 2 weeks of the experience
  - From involved PA faculty involved with the experience
  - Post experience follow-up of participants - September 2015

# PA job statistics

- According to US Bureau of Labor Statistics
  - The job outlook for PAs is projected to grow 38% from 2012 - 2022
    - Increased demand for healthcare services
    - Physician shortage
- According to Public Health Reports
  - The overall supply of PAs is likely to increase by 72% by 2025

# Colleges and universities

- Opportunity for new PA program

## EQUALS



# ARC-PA

- Fall 2015 Notes to Programs reports
  - 200 accredited PA programs
  - 67 new PA programs for provisional accreditation consideration by 2020
  - ~~\*\*267 programs in 5 years\*\*~~

# Job availability

- PAEA website (Oct 2015) postings
  - 8 program directors
  - 4 associate program directors
  - 1 medical director
  - 5 academic coordinators
  - 8 clinical coordinators
  - Multiple positions with other various titles
  - **85** faculty positions

# What to do?

- Marietta College PA Program faculty with help from HRSA grant developed the Physician Assistant Education Training Model (PAETM)
  - 5 weeks of on-line curriculum
  - 1 week on-campus experience
- Target audience
  - Clinically practicing PAs
  - 2<sup>nd</sup> year students in the MCPAP
- Goal
  - A “no risk trial run” in the life of a PA educator



# On-line curriculum

- PA faculty brainstormed about the *must* verses *should* know aspects of PA education = on-line curriculum
  - Higher education administration
  - PA profession
  - Pedagogy
  - Technology
  - Assessment
- Prior to on-campus experience
  - 5 weeks of access to complete on-line curriculum
  - Given a lecture topic and directions about format to prepare lecture

# On-line curriculum

## Higher Education Administration



Chronicle of Higher Education



American Association of University Professors Statement on Professional Ethics



AAUP Rights and Freedoms of Students



Professionalism In Education: The Student Teacher Relationship



PA Program Faculty and Staff



Higher Education Environment

# On-line curriculum

## Physician Assistant Profession



[PA Organizations Assignment Drop box](#)



[PA Competencies](#)



[American Academy of Physician Assistants](#)



[National Commission on Certification of Physician Assistants](#)



[Accreditation Review Commission on Education for the Physician Assistant Inc.](#)



[Physician Assistant Education Association](#)



[Society for the Preservation of PA History](#)

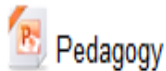


[PAETM - organizations - STUDENTS](#)

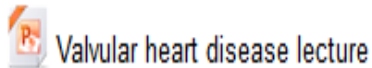
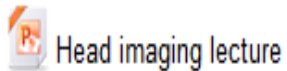
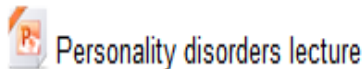
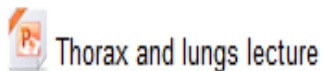
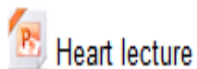
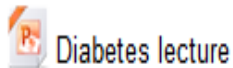
# On-line curriculum

## Pedagogy

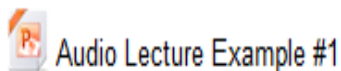
Pedagogy presentation



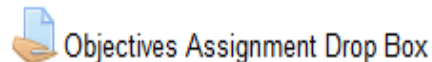
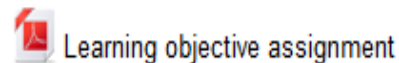
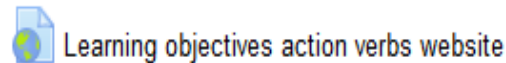
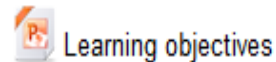
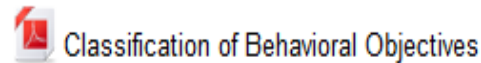
Examples of PowerPoint presentations



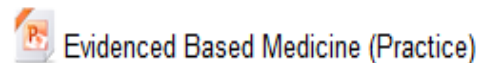
Lecture recordings



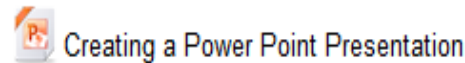
Learning objectives



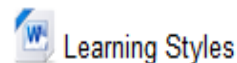
Evidence based medicine presentation



Creating a PowerPoint presentation



Learning styles document



Case study

# On-line curriculum

## Technology



What every teacher should know about technology



Web Teaching Resources



The Cochrane Database



PubMed



Journal of the American Academy of Physician Assistants



Essential Evidence plus



Turning Point

# On-line curriculum

## Assessment



Evaluation/Assessment



Test Analysis



Essay as a form of assessment



On-campus Evaluation Rubric

# On-campus experience

- Present prepared lecture to PA faculty for critique
- Observe lectures/labs by all faculty members
- Meet one-on-one with program faculty and staff
  - Admissions coordinator
  - Administrative coordinator
  - Clinical coordinators
  - Program director
  - Faculty members

# On-campus experience (con't)

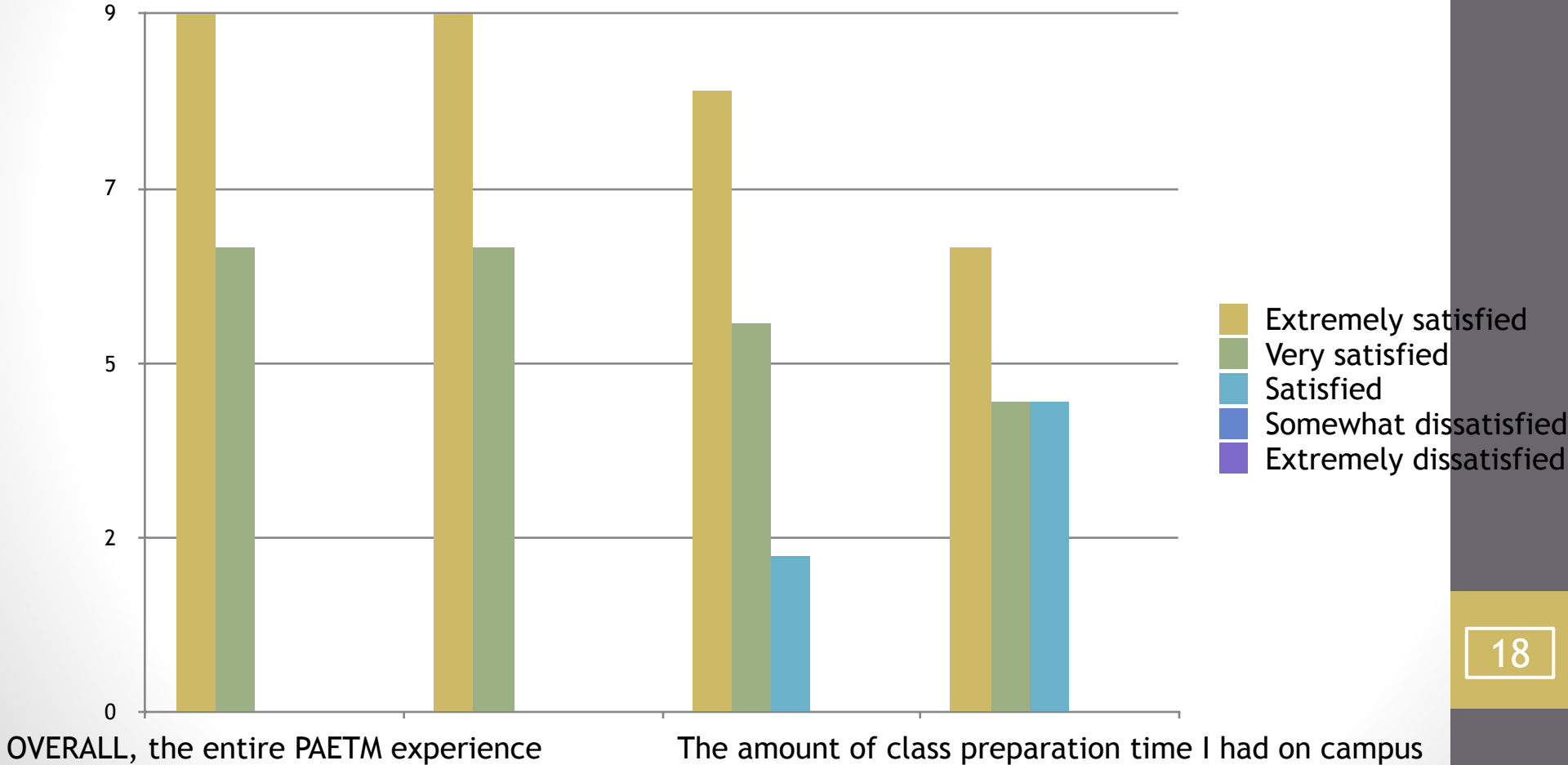
- Present prepared/critiqued lecture to students
  - Receive student feedback
- Prepare and present a 2<sup>nd</sup> lecture to students
  - Receive faculty/student feedback
- Prep time to work on lectures
- Lunch meeting with student group
  - No faculty present



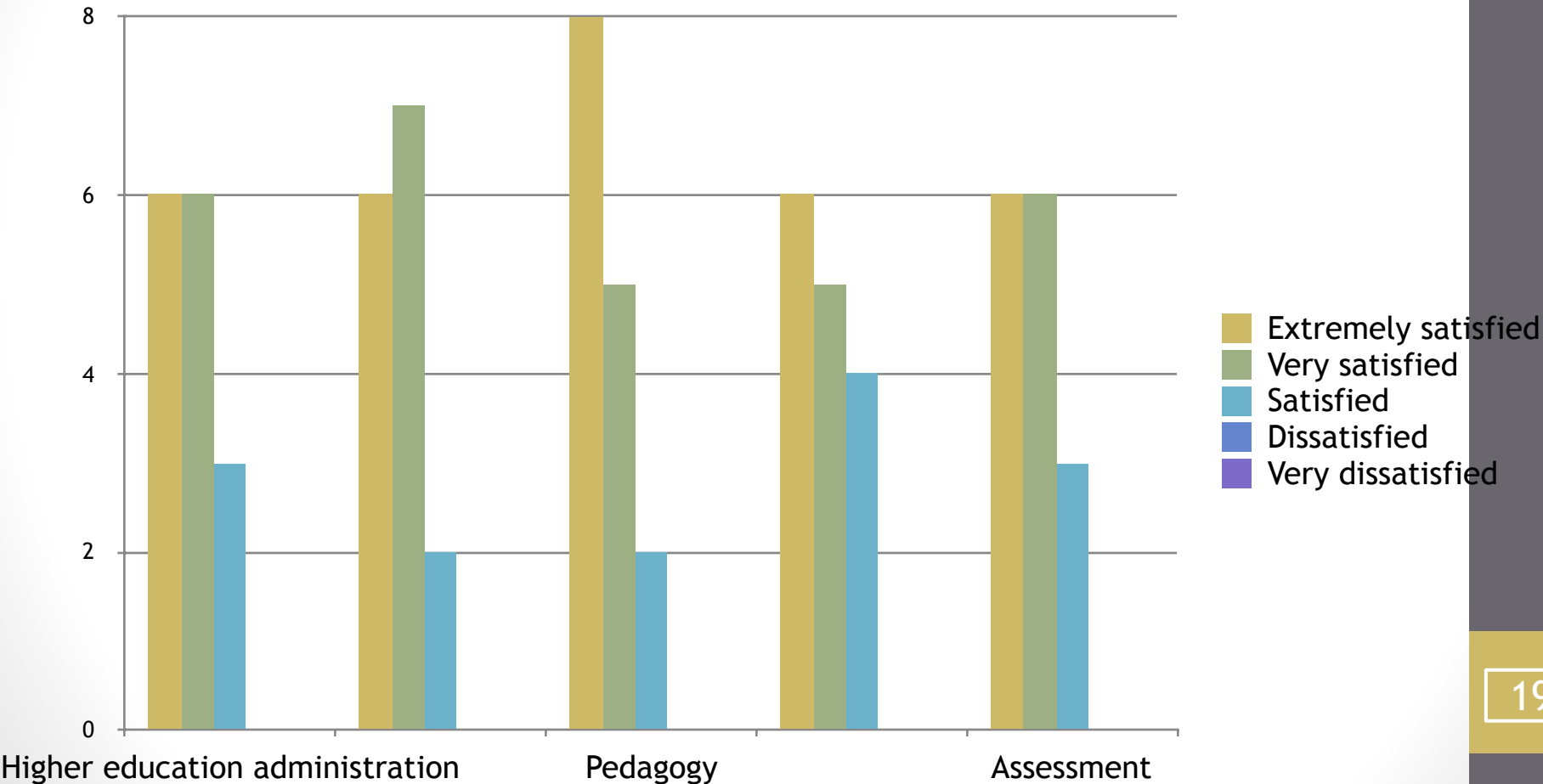
# Assessment

- All participants complete on-line assessment within 2 weeks of completing on-campus experience
- 15 participants have completed the PAETM program since 2012

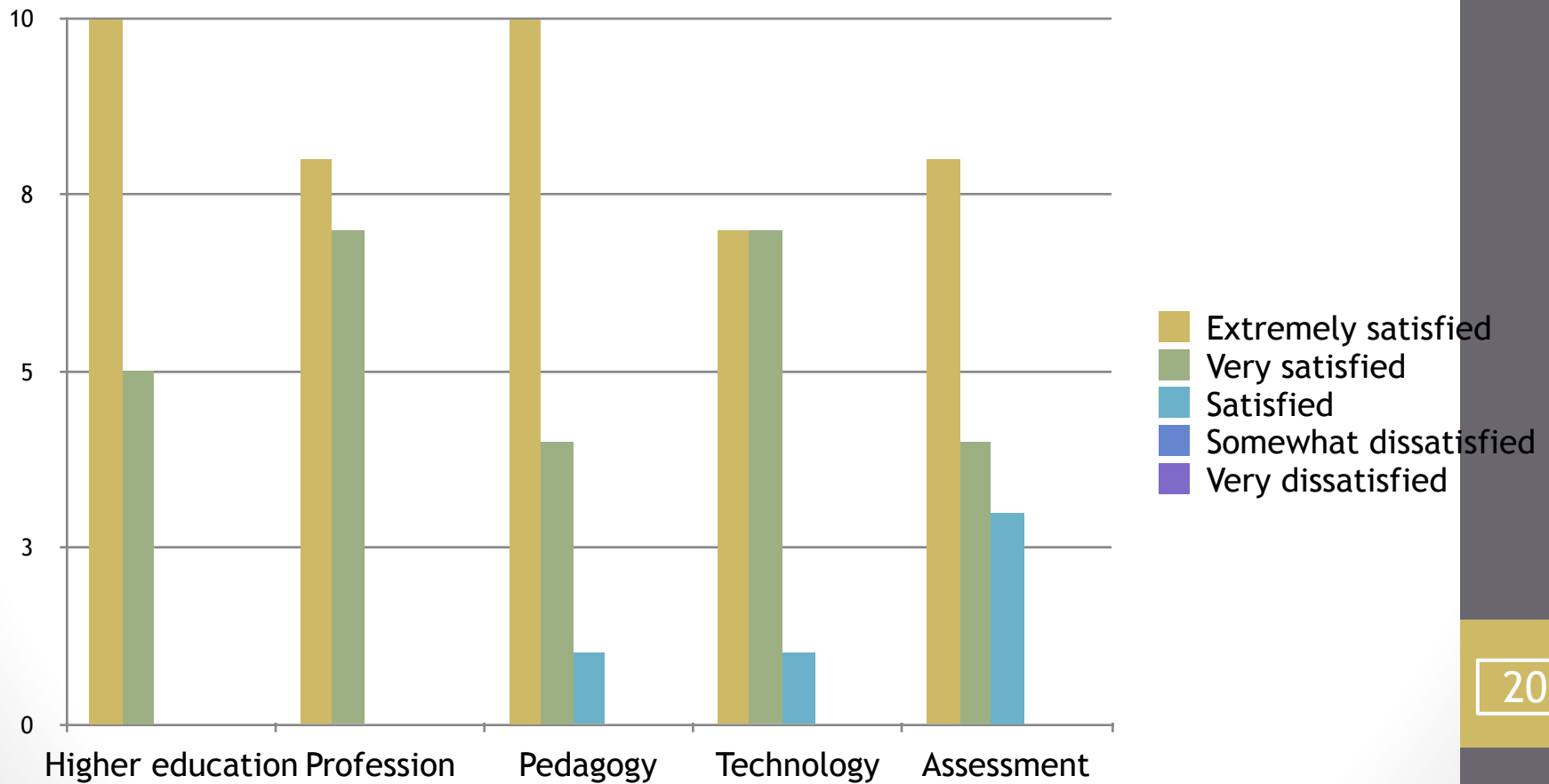
# Overall satisfaction with PAETM program



# Satisfaction with on-line content

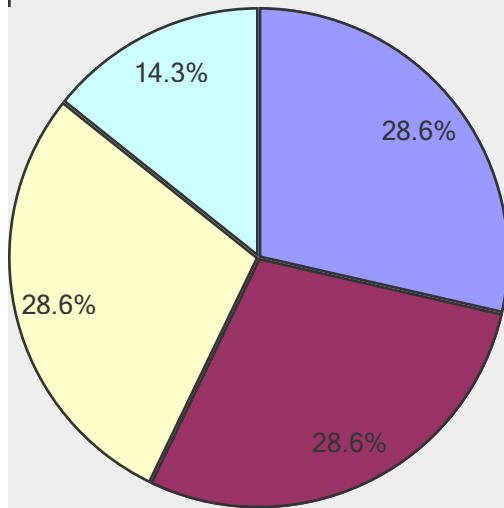


# Satisfaction with methods of presentation

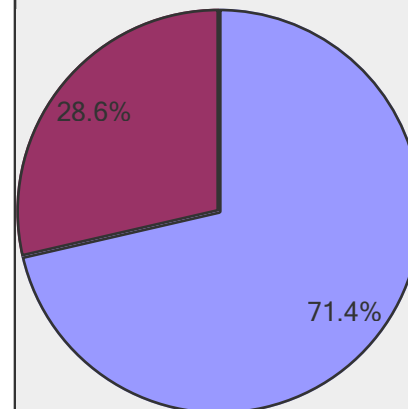


# PAETM on participants

Prior to participating in the PAETM program, how likely were you to become a full-time PA educator?



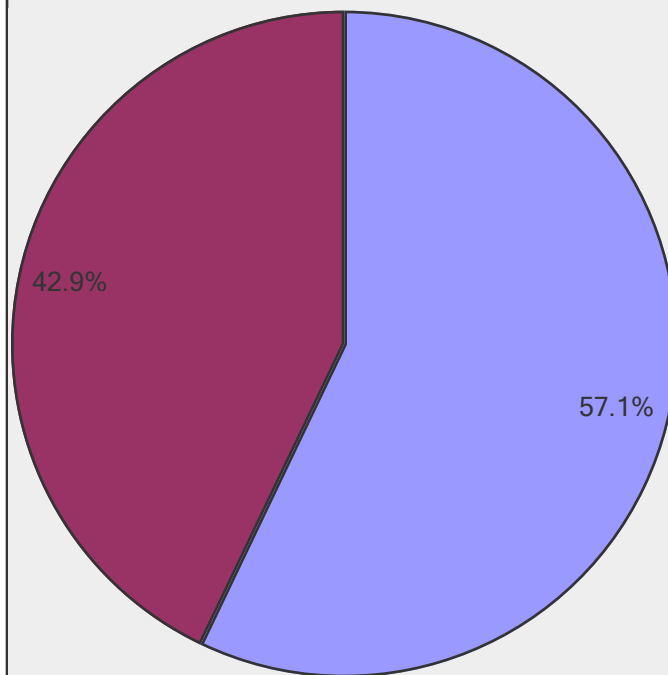
Now that you have completed the PAETM program, how likely are you to become a full-time PA educator in the future?



- Very likely
- Likely
- Neutral
- Not likely
- Definitely will not become a full-time PA educator

Im

What type of influence did your participation in the PAETM program have in choosing to enter PA education in the future?



- Very positive influence
- Positive influence
- No influence
- Negative influence
- Very negative influence

# Participant comments

- Pros:
  - “Wonderful program. It was nice to have access to both new and experienced faculty”
  - “Everyone was very friendly and accommodating and willing to answer any questions I had”
  - “Well organized and schedule was full of useful meetings and observations of lecture”
  - “Discovered both positive and negative aspects of being a PA educator. Overall, will be able to make a more informed decision of whether I want to pursue this further”

# Participant comments

- Cons:
  - “Technology information is good but there is a ton of content and it’s difficult to tell what is important”
  - “Learned more about technology options and higher education administration on campus than at home”
  - “Would liked more examples (videos) on pedagogy - maybe videos that you thought were good examples of different pedagogic techniques”



# What about the PA faculty?

Any way you  
this and the  
big deal

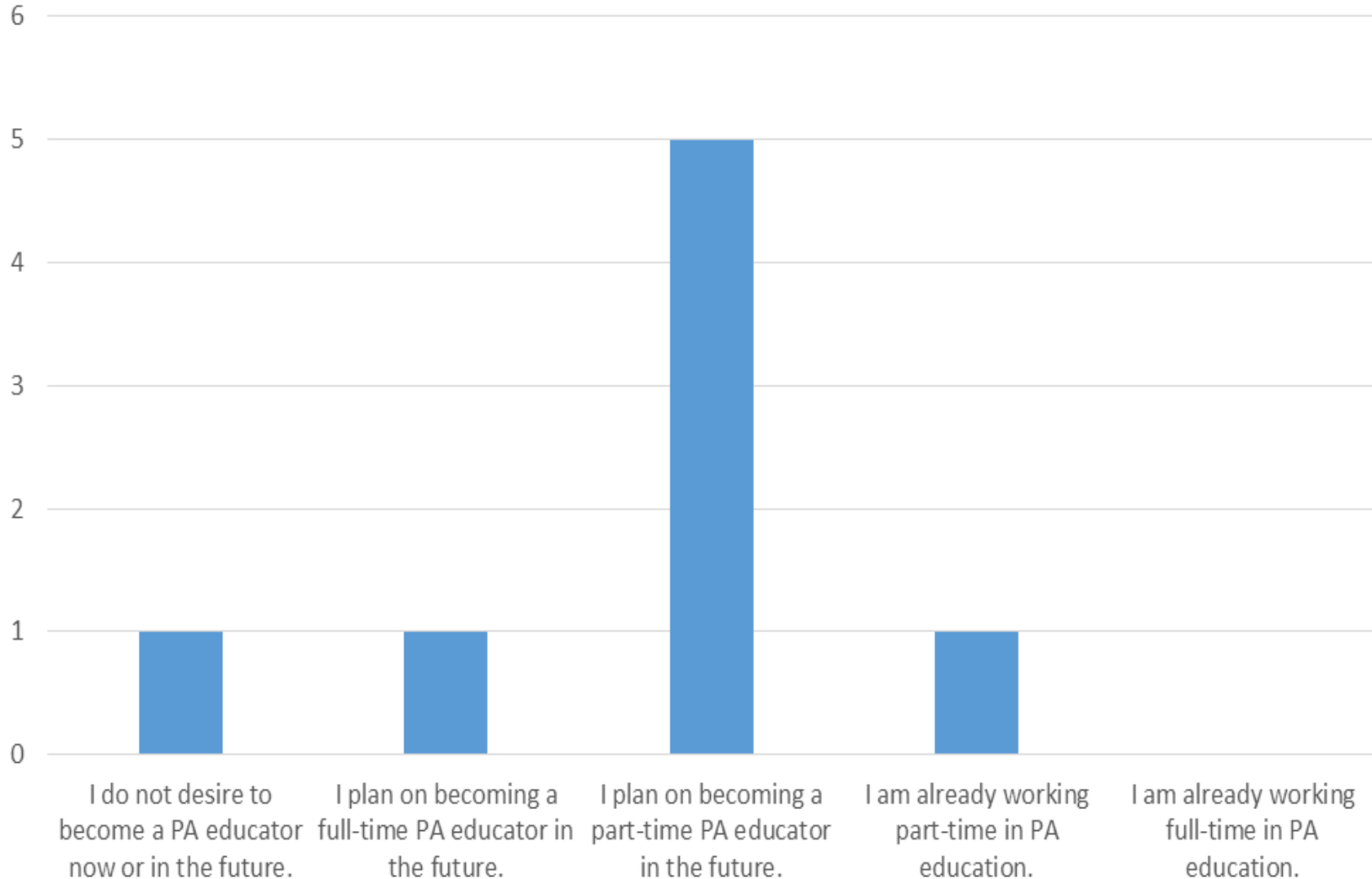


# PA faculty comments

- Advantages:
  - “Gives practicing PA’s a ‘reality taste’ of what it’s like to teach”
  - “Makes you reflect upon your teaching”
  - “Great tool for potential PA faculty”
  - “Excellent recruitment tool for PA educators”
  - “Fantastic information for faculty development”
- Disadvantages:
  - “Time consuming”
  - “Occasionally current PA students are taught in an unenthusiastic ‘rookie’ manner by PAETM participants”

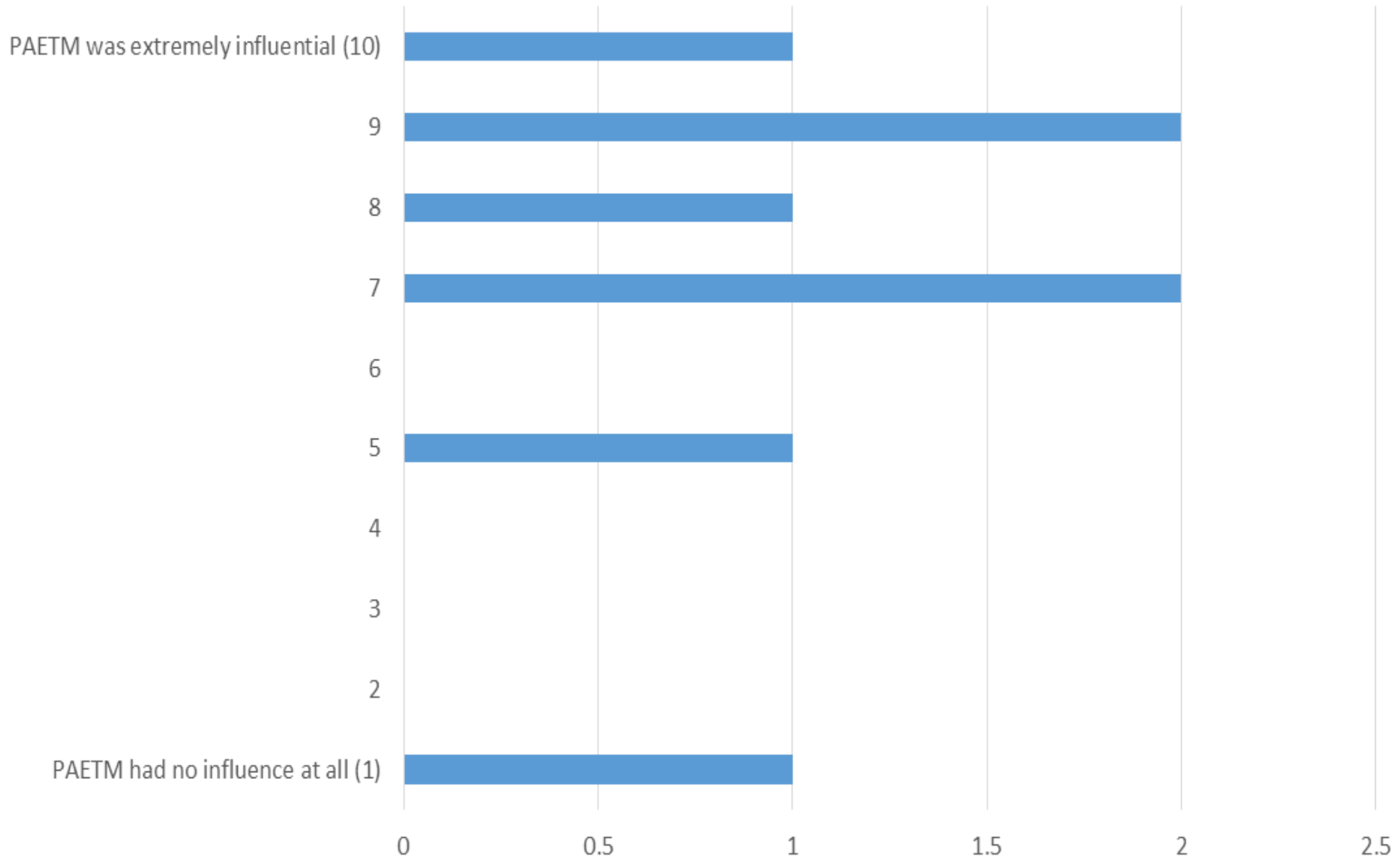
# September 2015 survey

Which of the following best describes your current and/or future career in terms of PA education? (8 responses)



# September 2015 survey

How influential was your participation in PAETM when answering question #1?



# Summary

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# References

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