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

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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\textsuperscript{nd} 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
  - Diabetes lecture
  - Heart lecture
  - Thorax and lungs lecture
  - Personality disorders lecture
  - Head imaging lecture
  - Valvular heart disease lecture
- Lecture recordings
- Audio Lecture Example #1

Learning objectives
- Classification of Behavioral Objectives
- Learning objectives
  - Learning objectives action verbs website
  - Learning objective assignment
  - Objectives Assignment Drop Box
  - Evidence based medicine presentation
  - Evidenced Based Medicine (Practice)
  - Creating a PowerPoint presentation
  - Creating a Power Point Presentation
  - Learning styles document
  - Learning Styles
  - 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\textsuperscript{nd} 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

OVERALL, the entire PAETM experience

The amount of class preparation time I had on campus
Satisfaction with on-line content
Satisfaction with methods of presentation

- Extremely satisfied
- Very satisfied
- Satisfied
- Somewhat dissatisfied
- Very dissatisfied

Graph showing satisfaction levels for Higher education, Profession, Pedagogy, Technology, and Assessment.
Prior to participating in the PAETM program, how likely were you to become a full-time PA educator?

- 14.3%
- 28.6%
- 28.6%
- 28.6%
- 28.6%

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

- Very likely: 28.6%
- Likely: 71.4%
- Neutral: 0%
- Not likely: 0%
- Definitely will not become a full-time PA educator in the future: 0%
What type of influence did your participation in the PAETM program have in choosing to enter PA education in the future?

- Very positive influence: 57.1%
- Positive influence: 42.9%
- No influence: 0%
- Negative influence: 0%
- Very negative influence: 0%
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 can add percentages to this and the next pie chart? If not, not a 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)

- I do not desire to become a PA educator now or in the future.
- I plan on becoming a full-time PA educator in the future.
- I plan on becoming a part-time PA educator in the future.
- I am already working part-time in PA education.
- I am already working full-time in PA education.
September 2015 survey

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

- PAETM was extremely influential (10)
- PAETM had no influence at all (1)
Summary

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References


• Accreditation Review Commission on Education for the Physician Assistant. Notes to Programs. Fall 2015