![PAEA - LEARNING FOR A LIFETIME]

Personalized Student Insights: End of Program Survey

PROGRAM NAME HERE

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ABOUT THIS REPORT

PAEA has identified items from the (YEAR) End of Program Survey that directly address multiple components of the ARC-PA Accreditation *Standards for Physician Assistant Education (5th Ed.)* or that may otherwise be useful to programs. This report summarizes your own students' responses to these selected questions. The Student Report summarizing the results from all participating PA programs will be published approximately one year after the survey closes, allowing for benchmarking against national data. X responses were received from your program; responses were not deduplicated or otherwise altered in any way prior to generating this report. Please contact data@PAEAonline.org with any questions regarding this report or our other data services.

Suggested citation:

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HEALTH AND WELL-BEING

In the *past week*, rate…	*n*	Mean	Median
Level of social activity			
Overall emotional well-being			
Overall mental well-being			
Overall physical well-being			
Overall quality of life			
Spiritual well-being			

Note: 0 = As bad as it can be, 10 = As good as it can be.

In the *past 30 days*, rate…	*n*	Mean	Median
Financial concerns			
Level of fatigue			
Level of satisfaction with social support from friends and family			

Note: Financial concerns: 0 = No concerns, 10 = Constant concerns.

Fatigue: 0 = No fatigue, 10 = Constant tiredness.

Social support: 0 = Not at all satisfied, 10 = Highly satisfied.

In the *last month*, how often have you felt…	*n*	Mean	Median
Confident about your ability to handle your personal problems?			
Difficulties were piling up so high that you could not overcome them?			
Things were going your way?			
Unable to control the important things in your life?			

Note: 1 = Never, 5 = Very often.

Obstacles students are *currently* facing specifically related to the COVID-19 pandemic	*n*	%
Concerned about not being able to pay rent or mortgage		
Difficulty securing loans		
Facilitating children's virtual learning		

Food insecurity

Inadequate internet connection

Inadequate technology (e.g., lack of laptop)

Lack of adequate support from PA program

Lack of conducive workspace and/or study space

Personally getting sick from COVID-19

Social isolation

Taking care of dependent adult

Taking care of dependent children

Taking care of family member diagnosed with COVID-19

Unanticipated financial challenges (e.g., partner being furloughed)

Other

Total --

Note: Percentages may sum to more than 100% because students could select multiple obstacles. Students who selected "N/A: None of these" were excluded.

Aspects of PA training that were most stressful	*n*	Mean	Median
Clinical phase coursework			
Didactic phase coursework			
Financial concerns			
Frequency of tests and other assessments			
Interpersonal dynamics between faculty/preceptors			
Interpersonal dynamics between peers			
Lack of control over schedule			
Mental health issues			
Personal issues			
Physical health issues			
Relocating to a new area			
Transition from didactic to clinical phase of training			
Volume of learning			
Other			

Note: Students were asked to select and rank the five most stressful aspects of PA training that they encountered (1 = Most stressful, 5 = Least stressful). This table displays the data to report the Mean and Median rankings of each item. Mean and Median stress scores are reported for those items selected as one of the five most stressful aspects.

Barriers to receiving professional counseling services during your PA program	n	%
Cost (e.g., poor insurance coverage or lack of personal finances)		
I am concerned about confidentiality		
I am concerned about what others would think		
I don't believe counseling would help me		
Lack of information about how/where to obtain services		
Time (e.g., lack of personal time to seek professional counseling services)		
Other		
Total		--

Note: Percentages may sum to more than 100% because students could select multiple barriers. Only those students who reported that they have utilized or currently utilize professional counseling services were asked to respond to this question.

Experienced thoughts of dropping out during PA school	n	%
Yes		
No		
Total	0	--

Note: Students who selected "I prefer not to answer" were excluded.

Time during PA training students had thoughts of dropping out	n	%
During the didactic phase		
During the clinical phase		
Total	0	--

Note: Students who selected "I prefer not to answer" were excluded.

CLINICAL PREPARATORY INSTRUCTION

How well did your didactic instruction in the following topic areas prepare you for clinical rotations?	*n*	Mean	Median
Anatomy			
Biochemistry			
Biostatistics/Epidemiology			
Clinical experiences during the didactic portion of the curriculum			
Clinical medicine (includes surgery/emergency medicine/peds/OB/GYN/behavioral health)			
Clinical/Technical skills			
Ethics/Bioethics			
Genetics			
Interpretation of literature/Evidence-based medicine/Research			
Lab interpretation/Diagnosis			
Microbiology			
Neuroscience			
Patient communication skills/History taking/Physical examinations/Patient assessment			
Pathology/Pathophysiology			
Pharmacology			
Physiology			

Note: Excludes students who selected 'Did not take'; 1 = Not at all well, 4 = Extremely well.

Evaluate instruction (both quality and amount) received in the following areas	No instruction (*n*)	*n*	Mean	Median

Burnout prevention/Provider wellbeing

Culturally appropriate care for diverse populations

Disease prevention/Health maintenance

Health equity/Social determinants of health

Implicit bias training

Leadership training

Nutrition

Oral health

Palliative/End of life care

Public health

Role of community health and social service agencies

Social justice/Anti-racism training and curriculum

Substance use disorders

Telemedicine

Note: 1 = Insufficient, 2 = Appropriate, 3 = Excessive. 'No instruction (n)' refers to the number of students who responded to the question but reported that they did not receive instruction in an area.n refers to the number of responding students who reported receiving instruction in an area.

SUPERVISED CLINICAL PRACTICE EXPERIENCES

Rate quality of education experiences in each rotation	*n*	Mean	Median
Behavioral and mental health care			
Emergency medicine			
Family medicine			
Internal medicine			
Obstetrics/Gynecology/Women's health			

Pediatrics

Surgery

Note: 1 = Poor, 4 = Excellent.

Preceptor experiences	*n*	% yes
<u>Behavioral and mental health care</u>		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
<u>Emergency medicine</u>		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
<u>Family medicine</u>		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
<u>Internal medicine</u>		
Observed by preceptor taking patient history		

Observed by preceptor performing physical exam

Observed by preceptor performing technical procedures

Given mid-point feedback by preceptor

<u>Obstetrics/Gynecology/Women's health</u>

Observed by preceptor taking patient history

Observed by preceptor performing physical exam

Observed by preceptor performing technical procedures

Given mid-point feedback by preceptor

<u>Pediatrics</u>

Observed by preceptor taking patient history

Observed by preceptor performing physical exam

Observed by preceptor performing technical procedures

Given mid-point feedback by preceptor

<u>Surgery</u>

Observed by preceptor taking patient history

Observed by preceptor performing physical exam

Observed by preceptor performing technical procedures

Given mid-point feedback by preceptor

Note: '% yes' refers to the proportion of the n responding students who said that they had had each experience.

INTERPROFESSIONAL EDUCATION

Have you had the opportunity to learn with students from different health professions?	n	%
Yes		
Unsure		
Total	**0**	**--**

Agreement with statement…	n	Mean	Median
The learning experience(s) with students from different health professions helped me gain a better understanding of the roles of other professions in patient care			

Note: 1 = Strongly disagree, 5 = Strongly agree. Excludes students who said that they had not had any IPE experiences.

Assessment of amount of IPE experiences	n	Mean	Median
Assessment			

Note: 1 = Not enough, would have liked more; 2 = About the right amount; 3 = Too much, would have liked less. Excludes students who said that they had not had any IPE experiences.

SATISFACTION WITH AND UTILIZATION OF INSTITUTIONAL SUPPORT SERVICES

Service	*n*	Mean satis-faction	Not offered (%)	Offered but not used (%)
Counseling/Mental health center				
Faculty advising				
Institutional computing (technology)/Help desk				
Library/Learning resource center				
Program-provided tutoring				
Registrar				
Student health center				
Student success center/ADA office				

Note: n refers to the number of students who responded to this question. Students could indicate that a service was not offered, or offered but not used. Those students were excluded from 'Mean satisfaction.' Only those students who reported their satisfaction with using a service are included in 'Mean satisfaction.'

CONFIDENCE IN CORE COMPETENCIES FOR NEW PA GRADUATES

Respondents were asked to rate their confidence in their current abilities to implement the core competencies for new PA graduates in their practices. The competencies were summarized as follows:

Patient-centered practice knowledge

Includes ability to access and integrate best medical knowledge and clinical expertise to provide clinical care based on patients' individual needs

Society and population health

Includes ability to recognize own biases and limitations and to integrate knowledge of social determinants of patient health into care decisions

Health literacy and communication

Includes ability to effectively and sensitively communicate with patients as partners

Interprofessional collaborative practice and leadership

Includes ability to act as a leader in a collaborative team providing patient-focused health care

Professional and legal aspects of health care

Includes ability to practice medicine consistent with standards of care, laws, and regulations while being attuned to advancing social justice

Health care finance and systems

Includes ability to articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care

Cultural humility

Openness toward understanding and respecting important aspects of other people's cultural identities

Self-assessment and ongoing professional development

Awareness of personal and professional limitations and commitment to addressing gaps and refining knowledge throughout career

How confident are you in your ability to implement…	*n*	Mean	Median
Cultural humility			
Health care finance and systems			

Health literacy and communication

Interprofessional collaborative practice and leadership

Patient-centered practice knowledge

Professional and legal aspects of health care

Self-assessment and ongoing professional development

Society and population health

Note: The definitions of the core competencies for new PA graduates that students saw are listed above; 1 = Not at all confident, 5 = Very confident.

PA PROGRAM EXPERIENCES

How true do you feel the following statements are?	*n*	Mean	Median
Sometimes I feel as if I don't belong in my PA program.			
I am treated with as much respect as other students in my PA program.			
I can really be myself in my PA program.			
I wish I were in a different PA program.			

Note: 1 = Not at all true, 5 = Completely true.

Agreement with…	*n*	Mean	Median
Overall, I am satisfied with the quality of my PA education.			
If I could revisit my career choice again, I would attend school to become a PA.			
If I could revisit my program choice again, I would attend the same program.			

I would recommend the PA career to others.

Note: 1 = Strongly disagree, 5 = Strongly agree.

Satisfaction with…	*n*	Mean	Median
Accessibility/Responsiveness of faculty			
Affiliation with a hospital or clinic system			
Class size/Student-faculty ratio			
Diversity of faculty			
Diversity of student body			
Faculty reputation			
Opportunities to gain clinical experience (e.g., rotations)			
Opportunities to participate in community service			
PANCE pass rates			
Preparedness for clinical practice			
Program mission consistent with personal values			
Program reputation			
Quality of program facilities (e.g., labs and equipment)			
Rigor of clinical curriculum			
Scholarships and financial aid			
Tuition			

Note: Excludes students who selected 'N/A'; 1 = Very dissatisfied, 5 = Very satisfied.

NEGATIVE EXPERIENCES IN PA SCHOOL

Did *any* students in this cohort report…	*n*	% yes
Been publicly embarrassed or humiliated		
Been required to perform personal services (e.g., shopping, babysitting)		
Been subjected to unwanted sexual advances		
Experienced or been threatened with physical harm		
Being discriminated against or harassed based on their **age**		
Being discriminated against or harassed based on their **disability status**		
Being discriminated against or harassed based on their **gender/gender identity**		
Being discriminated against or harassed based on their **race or ethnicity**		
Being discriminated against or harassed based on their **religion**		
Being discriminated against or harassed based on their **sexual orientation**		

Note: Students could choose to skip this section. Those who chose to respond could select 'Never,' 'Once,' 'Occasionally,' or 'Frequently.' '% yes' represents the proportion of the n responding students who reported that a behavior had happened to them at least once. Students' reports of any of the following experiences were combined into one "been discriminated against or harassed" category:

-Denied opportunities for training or rewards

-Subjected to offensive remarks/names

-Received lower evaluations or grades

QUALITATIVE PROGRAM FEEDBACK

Students were presented with the following statements:

(…) you will have the opportunity to provide feedback to your program about the strengths and weaknesses of its curricula. Your verbatim comments may be provided to your program for the purposes of self-evaluation as part of an anonymous report that aggregates the responses of all other consenting students. Comments shared with your program will not be linked to any of your other responses in this survey and will not be used for research purposes. **Because shared comments will be unedited, your responses should not contain self-identifying information unless it is your intention that your identity be known.**

Providing feedback to your program is optional. By clicking the button below and proceeding to the comments, you consent that your verbatim responses may be shared with your program in an aggregate report. You may also choose to continue with the survey without providing comments.

Unedited comments from those students who selected "I consent to leaving feedback that may be shared verbatim with my program" are reported below. Any identifying student information may not be shared outside of the program. These comments are intended for program evaluation and improvement.

STRENGTHS OF PROGRAM'S DIDACTIC (CLASSROOM/LAB) CURRICULUM

WEAKNESSES OF PROGRAM'S DIDACTIC (CLASSROOM/LAB) CURRICULUM

STRENGTHS OF PROGRAM'S CLINICAL CURRICULUM

WEAKNESSES OF PROGRAM'S CLINICAL CURRICULUM

STRENGTHS OF TEACHING METHODOLOGIES (E.G., SIMULATION LABS, OSCES, STANDARDIZED PATIENTS) USED IN PROGRAM'S DIDACTIC AND CLINICAL

CURRICULA

WEAKNESSES OF TEACHING METHODOLOGIES (E.G., SIMULATION LABS, OSCES, STANDARDIZED PATIENTS) USED IN PROGRAM'S DIDACTIC AND CLINICAL CURRICULA