

Cover Sheet: Request 10842

S/U option for Physician Assistant School (PAS)

Info

Process	Major Curriculum Modify Ugrad/Pro
Status	Pending
Submitter	Breitinger,Petar petar@peds.ufl.edu
Created	3/9/2016 3:24:22 PM
Updated	3/15/2016 11:54:06 AM
Description	The UF School of PA Studies proposes changing the current A-E grading scale to an S/U scale to promote collaborative learning as well developing a self-directed learner.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	MED - Physicians Assistant Program 312971001	Rice, Ralph W.		3/10/2016
Added University of Florida School of Physician Assistant Studies Description.docx					3/9/2016
Added 2016-17 Academic_Assessment_Plan for Physician Assistant Studies.pdf					3/9/2016
College	Approved	MED - College of Medicine	Rice, Ralph W.		3/10/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/10/2016
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Major|Modify_Curriculum for request 10842

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Form version: 1

Responses

Major NamePA-Physician Assistant

Major CodePAS

Degree Program Name Masters of PA Studies (MPAS)

Effective Term Summer

Effective Year 2016

Proposed Changes The UF School of Physician Assistant Studies, after a self-study analysis of the curriculum, is requesting conversion to a Pass/Fail (S/U) curriculum of the didactic year (first year). Currently UFSPAS uses a grading scale (A-E) to evaluate and monitor students' progress through both years of their education. The clinical year (second year) of training will continue using a grading scale for the core clinical rotations to allow students to achieve a ranking should they further their education.

Pedagogical Rationale/JustificationThe following is the rationale discussed during UFSPAS curriculum committee meetings:

1. Allows students to become self-directed learners (intrinsic motivation)
2. Decreases/eliminates competition between students
3. Promotes more collaborative learning
4. Positively enhance students sense of well-being
5. COM has adopted a Pass/Fail curriculum and this would keep us in line with COM
6. Developing competency based evaluation
7. Decreases faculty/student tensions of assigning "fair" grades

Impact on Enrollment, Retention, GraduationNone. This would be implemented with new class beginning in July 2016.

Assessment Data ReviewSeveral articles were reviewed by the CC on the merits and concerns of a Pass/Fail curriculum. Recently, the College of Medicine adopted a P/F curriculum with good success. Dr. Joe Fantone was invited to speak to the CC about his experience of developing a P/F curriculum for two medical schools. Dr. Fantone has extensive research experience with P/F curriculum. Out of that discussion it was noted that our current system of grading/evaluation has several components that already reflects a P/F curriculum.

On-going self-study analysis of P/F curriculum:

- a. Students' progress compared to previous non P/F grading utilizing PANCE scores/Didactic scores/PACKRAT and Clinical EOR/evaluation scores.
- b. Evaluate VARK identities and demonstrate how study groups match and success of P/F vs. non-P/F curriculum and identifying study habits / learning / remediation strategies

Academic Learning Compact and Academic Assessment PlanNo changes are identified or impact the Academic Assessment Plan

University of Florida

Academic Affairs

Academic Colleges

College of Medicine

Physician Assistant Studies (MPAS)

PAS Program Mission

The mission of the School of Physician Assistant Studies is to recruit high quality students to become exemplary physician assistants who will serve the people of Florida and the nation as part of a multidisciplinary healthcare team.

The mission of the College of Medicine states: "The College of Medicine strives to improve health care in Florida, our nation, and the world through excellence and consistently superior leadership in education, clinical care, discovery, and service."

The mission of the University of Florida is: "...Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

"The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies."

The mission of the School is in alignment with the mission of the College and University through education physician assistants to serve and meet the growing health care needs of the people of Florida and the nation. Faculty members in the School also contribute to this missions through teaching and serving the community in various clinical practice settings.

Service to the people of Florida and the country is consistent with the defined service statement of the University in that the School shares the knowledge of its students, graduates, and faculty members for the public good and advances the health and well-being of the people.

Responsible Roles:

Program: Physician Assistant Studies (MPAS)

Progress: Ongoing

PG1: Educate PAs

To educate physician assistants (PAs) who will be eligible for licensure and capable of practicing medicine.

Evaluation Method

Passing the Physician Assistant National Certification Examination (PANCE) (entry level certification examination required to obtain a license). Exit survey of graduates assessing their readiness to practice following graduation.

Responsible Role: Associate Dean and Director (Rice, Ralph)

Progress: Ongoing

PG2: Utilize Extensive Resources Required

To utilize extensive resources required to educate PA students efficiently.

Evaluation Method

Successfully graduate a majority of students in each entering classes and measurement of academic attrition rate.

Responsible Role: Associate Dean and Director (Rice, Ralph)

Progress: Ongoing

PG3: Maintain High Standards

To maintain high standards of PA education.

Evaluation Method

Continued PA Program accreditation. Maintain a high pass rate on PANCE (see Program Goal 1).

Responsible Role: Associate Dean and Director (Rice, Ralph)

Progress: Ongoing

SLO1: Medical Knowledge

Applies and relates medical knowledge to patient care and clinical presentations accurately and effectively.

SLO Area (select one): Knowledge (Grad)

Responsible Role: Associate Dean and Director (Rice, Ralph)

Progress: Ongoing

Assessment Method

Evaluation of the program is done on a continuous basis and monitored by the Curriculum Committee and Faculty Committee. This evaluation includes performance on written assignments and examinations during both years of the program, faculty observations, clinical preceptor assessments, patient encounter logs, comprehensive internal examination, student exit surveys, and surveys of graduates and clinical preceptors.

SLO2: Skills

Collect and accurately record comprehensive and coherent patient encounter data, including history, physical examination, and diagnostic tests and implement an appropriate management plan.

SLO Area (select one): Skills (Grad)

Responsible Role: Associate Dean and Director (Rice, Ralph)

Progress: Ongoing

Assessment Method

Evaluated through OSCE examinations with standardized patients and written clinical notes based on these examinations, written clinical notes on patients seen in the later portion of the didactic year. Physical examination skills are assessed through practical examinations in both years of the program by School faculty members, and in patient encounters by clinical preceptors. Included in this skill set is professionalism and ethical behavior, an integral part of skills necessary to practice medicine. Professional behaviors are assessed through observations by the faculty and clinical preceptor during classroom and small group activities and in patient encounters, and as part of OSCE examinations.

SLO3: Professionalism

Create and sustain a therapeutic and ethically sound relationship with patients and work effectively as a member of an interdisciplinary healthcare team.

SLO Area (select one): Professional Behavior (Grad)

Responsible Role: Associate Dean and Director (Rice, Ralph)

Progress: Ongoing

Assessment Method

Evaluated through assessment by faculty members and clinical preceptors, in the classroom and patient encounters, OSCE examinations, and portfolio review.

PAS APP Detail

Start: 7/1/2016

End: 6/30/2017

Progress: Ongoing

Providing Department: Physician Assistant Studies (MPAS)

Responsible Roles: Associate Dean and Director (Rice, Ralph)

Research (Graduate and Professional AAPs only)

The current degree, Master of Physician Assistant Studies, is not a research degree. Students are not required but are encouraged to participate in scholarly activities under the mentorship of a faculty member through participation in the student writing competition sponsored by the Physician Assistant Education Association and in poster presentations at state and national meetings.

Students are educated in research methods in the required Evidence-Based Medicine course which introduces them to study design and critical analysis of various types of studies, including conclusions, through currently published journal articles. A group project is required of all students (working in groups of four students per group) demonstrating their ability of critical analysis of a topic selected by the group.

Assessment Timeline (Graduate and Professional AAPs only)

Assessment	Assessment 1	Assessment 2	Assessment 3	Assessment 4
SLOs				
Knowledge				
Medical knowledge	End of course examinations. OSCE examinations. Physical examination practical examinations. (Didactic year)	End of rotations examinations. Preceptor observation and evaluations. OSCE examinations. (Clinical year)	Comprehensive examination and OSCE within four months of graduation. (Clinical year)	
Skills				
Clinical skills	OSCE examinations. Practical examinations. Faculty observation. (Didactic year)	OSCE examinations. Faculty and preceptor observations. (Clinical year)	OSCE summative evaluation within four months of graduation. (Clinical year)	
Professional Behavior				
Professionalism and ethics	Assessed by faculty members during all classroom and laboratory activities. (Didactic year)	Assessed by faculty members and clinical preceptors during all clinical rotations and patient encounters. (Clinical year)	OSCE examination within four months of graduation. (Clinical year)	Portfolio review by faculty members. (Both didactic and clinical years)

Curriculum Map (UG AAPs only)

Assessment Cycle (All AAPs)

Analysis and Interpretation:

Assessment is continuous with comprehensive reviews by the Curriculum Committee and Faculty Committee at the end of each semester and each academic year (June 1 to July 31 each year).

Program Modifications:

Completed by mid-August

Dissemination:

Completed by mid-August

Accreditation of the School is conducted by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) occurs based on the results of the previous accreditation timeline. The last action of ARC-PA on the School occurred September of 2012 and the School was awarded five years of continued accreditation. The next site visit is scheduled for 2017.

	Year	14-15	15-16	16-17	17-18	18-19	19-20
SLOs							
Content Knowledge							
#1 Applies and relates medical knowledge		X	X	X	X	X	X
Skills							
#2 Collect and accurately record patient encounter data		X	X	X	X	X	X
Professional Behavior							
#3 Create and sustain professional relations with patients and interdisciplinary Healthcare team		X	X	X	X	X	X

Methods and Procedures (UG and Certificate AAPs)

SLO Assessment Rubric (All AAPs)

See attached rubric.

 MPAS Rubric

Measurement Tools (Graduate and Professional AAPs Only)

Medical knowledge SLOs are assessed through written examinations, in addition to OSCE and practical examinations, and a comprehensive examination. Clinical skills are assessed through OSCE examinations, practical examinations, clinical preceptor and faculty evaluations. Professionalism and ethics is assessed throughout the educational process, by observation in all settings by faculty members and clinical preceptors, portfolio review, and OSCE examinations.

Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Ralph Rice	School of Physician Assistant Studies	riceral@ufl.edu	352/265-7955
Shalon Buchs	School of Physician Assistant Studies	Shalon.Buchs@medicine.ufl.edu	352/265-7955

Academic Assessment Plan Entry Complete:

University of Florida School of Physician Assistant Studies

The School of Physician Assistant Studies at the University of Florida is the only State-funded graduate level educational program for physician assistants in the State of Florida. The School holds the distinction of being Legislatively-mandated, in recognition of the tremendous need and demand for mid-level health practitioners in the state and the nation. To date, the UF School of Physician Assistant Studies has produced 1372 graduates, more than two-thirds of whom remain in Florida for clinical practice.

The University of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, specialist, engineer, doctoral and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-697-4500 for questions about the accreditation of the University of Florida.

Milestones

1972 PA Program (PAP) established at Santa Fe Community College (SFCC), affiliated with UF College of Medicine (COM), as Associate of Science degree program. First class begins.

1974 First class graduates from SFCC.

1977 PAP moves to UF COM as a Bachelor of Science degree program.

1983 PAP moves to UF College of Allied Health Professions with pledged resources and support from UF COM.

1993 PAP returns to COM with the Department of Medicine as its academic home.

1994 PAP doubles enrollment (from classes of 30 to classes of 60, for a total of 120 students) in response to Legislative mandate.

1996 PAP changes to a graduate level degree program offering the Master of Physician Assistant Studies (MPAS) degree.

2009 PAP becomes the School of Physician Assistant Studies (SPAS) and moves to department-level within the College of Medicine.

2015 Through the generosity of one of its graduates SPAS offices moved into the Randolph S. Mahoney, PA., School of Physician Assistant Studies Suite in the newly constructed Harrell Medical Education building. The move signifies a first that UF's medicine and physician assistant schools are exclusively housed together.

Institutional and Degree History

The current School of Physician Assistant Studies at the University of Florida had its inception as the Physician Assistant Program at the local community college, Santa Fe Community College, in 1972, where it remained for five years, awarding the Associate of Science degree upon successful completion of the Program. In 1977, the Program moved to the College of Medicine at the University of Florida and began to confer the Bachelor of Science degree upon its graduates. Administrative changes within the

University led to the Program being moved to the College of Allied Health Professions in 1983, where it was housed for ten years. In 1993, the Program made its final move to the College of Medicine where it has permanently remained.

In 1994, the enrollment of the Program was doubled from 30 students per class to 60 students per class, and in 1996, the Program was upgraded to a graduate-level program, as a result of which its graduates currently receive the Master of Physician Assistant Studies (MPAS) degree upon successful of the Program.

In 2009, the Board of Trustees granted the status of “School” to the (former) Program, and the School of Physician Assistant Studies now holds a department-level status equivalent to all other departments within the College of Medicine.

Accreditation

Every Physician Assistant Program must be accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and must continue to renew its accreditation at intervals determined by ARC-PA in order to remain in operation. The current University of Florida School of Physician Assistant Studies was first accredited in 1973 as an Associate-level program at Santa Fe Community College. Since the School’s inception, its accreditation has consistently been renewed. The School is presently accredited until September 2017.

In order to ensure continued adherence to its own standards of excellence as well as to the *Essentials of an Accredited Physician Assistant Program* as established by the accrediting body, the University of Florida School of Physician Assistant Studies conducts an annual self-study and prepares an internal Self-Study Report that defines Program goals and objectives deemed essential for carrying out its mission. This report facilitates both the internal evaluation of the School by PA administration as well as the external review by ARC-PA.

The next site visit associated with the School’s re-accreditation process will occur in 2017.

School Description

The University of Florida School of Physician Assistant Studies is a continuous twenty-four month, full-time educational program that accepts new students once a year to begin in late June. The Program strives to prepare physician assistants in a broad range of medical and surgical knowledge and skills and educate them to provide high-quality and compassionate health care to diverse patient populations under the supervision of a licensed physician.

The first half of the curriculum consists of an intensive didactic phase taught in the classrooms, laboratories, and clinical facilities of the University of Florida Health Science Center in Gainesville. School

faculty, joined by faculty from the College of Medicine and other Health Science Center colleges, teach courses that include the basic and clinical sciences.

The clinical phase of the curriculum is built around 12 one-month clinical rotations at the associated teaching hospitals and clinics of the University Health Science Center, including Shands Jacksonville, and at hospitals, clinics, and physicians' private practices throughout Florida, from Pensacola to Miami. Clinical settings are spread across urban, inner city, and rural areas.

Upon successful completion of the two-year curriculum, the student is awarded the Master of Physician Assistant Studies degree as well as a Certificate of Completion. The graduate is then eligible to sit for the Physician Assistant National Certifying Exam (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).

The School is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The next accreditation review is scheduled for 2017.

Mission Statement

The mission of the School of Physician Assistant Studies is to recruit high quality students to become exemplary physician assistants who will serve the people of Florida and the nation as part of a multidisciplinary healthcare team.

VISION

The School of Physician Assistant Studies will continue to be recognized as a leader in the education of physician assistants.

VALUES

Excellence—in patient care and education, through the use of the latest technology, evidence-based practices, and life-long learning

Integrity—ethical, fairness, honesty, accountability

Diversity—recognizing and respecting each person's individuality

Compassion—to all people, through empathy and self-reflection

Service—to our profession, College, University, community, and nation

GOALS

Attract and select highly qualified students.

As reflected in the chart below, entering students are academically well prepared and have clinical experiences prior to matriculating to succeed in the program.

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
GRE:					
Verbal	496 (360-620)	501 (340-710)	522 (390-800)	155 (143-160)	155 (146-169)
Quantitative	657 (540-780)	653 (520-780)	644 (460-800)	151 (138-165)	154 (145-162)
Writing	4.1 (3.0-5.0)	4.3 (3.0-5.5)	4.1 (3.0-5.0)	4.1 (3.0-5.0)	4.1 (3.0-5.0)
GPA:					
Cumulative	3.6 (3.24-4.0)	3.6 (3.06-3.98)	3.6 (3.07-4.0)	3.6 (3.04-3.97)	3.6 (3.01-3.97)
Science	3.5 (3.00-4.0)	3.5 (2.96-4.0)	3.5 (2.89-4.0)	3.5 (3.01-3.95)	3.6 (2.74-4.0)
Hours of Clinical Experience	24 months (1-105 months)	26 months (3-154 months)	29 months (3-126 months)	29 months (1-167 months)	28 months (6-253 months)
Academic Degrees:					
Bachelor's	56	56	56	56	56
Master's	4	4	4	5	4
Doctorate	---	---	---	---	---

To have a student body representing diverse backgrounds and experiences.

Diversity is one of the core values at the School of Physician Assistant Studies and we respect and recognize each individual as unique, having different experiences, perspectives, and ideas.

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Race/Ethnicity					
African American	---	2	4	2	4
Hispanic	4	5	6	4	4
American Indian	---	---	---	1	---
Asian	2	3	6	1	6
Caucasian	53	49	44	52	46
Other	1	1	---	1	---
Gender					
Male	9	12	15	16	22
Female	51	48	45	45	38
Age	25 (22-36)	25 (22-36)	26 (21-42)	26 (21-45)	26 (21-43)
Military Veterans	3	1	3	4	3
Disadvantaged					
Educational	1	5	16	19	18
Economic	2	6	7	13	12

Attrition rate for UF PA students will be less than the national average.

The School has been successful in graduating the vast majority of those who matriculate. The School's attrition* rate over the last five years is 1.9% falling below the national average of 3.6%. We strive to graduate 100% of all entering students and the faculty are committed to support the students in completing the program and ultimately be successful in their chosen career.

*Attrition is defined as: the permanent loss of an enrolled student from the course of study in a physician assistant program.

	Graduate Classes			Current Classes	
	2012	2013	2014	2015	2016
Entering Class Size	60	60	60	61	60
Total attrition	1	2	1	0	0
Graduates	59	58	59	-	-
Anticipated graduates	--	--	--	61	60

UF graduates will have a first time PANCE pass rate greater than the national average.

Our graduates' success on PANCE is reflected in the chart below from the National Commission on the Certification of Physician Assistants (NCCPA):

Class	Class Graduation Year	Number of First Time Takers	Program First Time Taker Pass Rate	National First Time Taker Pass Rate for the Class Graduation Year
Class of 2010	2010	58	100%	94%
Class of 2011	2011	58	97%	91%
Class of 2012	2012	59	100%	93%
Class of 2013	2013	58	98%	94%
Class of 2014	2014	59	100%	95%
Class of 2015	2015	61	98%	Available in 2016

Five Year First Time Taker Average Pass Rate for Program: 99%

Five Year National First Time Taker Average: 94%

This table can also be located on our website: <http://pap.med.ufl.edu/about-us-2/alumni-statistics/national-certifying-exam-pass-rate/>

Develop life-long learners.

The process of life-long learning begins in the classroom. Each student becomes involved in the learning process through natural inquiry. Activities such as problem-based learning, use of clinical simulation, classroom assignments, and group projects, help develop this process. The process continues during clinical rotations where each student is expected to seek answers for questions and discuss clinical cases with their preceptors. Students are given the opportunity to attend state and national clinical conferences when the schedule permits.

Each PA must pass their initial PANCE examination for certification. To remain certified, a PA must take the Physician Assistant Recertification Examination (PANRE). In addition to the PANRE, each certified PA must complete continuing medical education to help insure the PA is current in medical knowledge. Using current certification as a marker for life-long learning, over 80% of UF PA Program graduates, since 1984, are currently certified as PA-Cs. This figure does not include those graduates who are no longer certified due to retirement, those not working as a PA (some graduates have graduated medical school and are physicians), or those deceased.

School of Physician Assistant Studies Curriculum

Academic Year

Semester 1 – Summer B

Gross & Radiographic Anatomy — 4 cr.hrs.

Medical Communications — 2 cr.hrs.

Semester 2 – Fall

Behavioral & Community Medicine I — 1 cr.hr.

Human Physiology — 4 cr.hrs.

Introduction to Medicine I — 6 cr.hrs.

Pharmacotherapeutics — 4 cr.hrs.

Physical Diagnosis — 2 cr.hrs.

Semester 3 – Spring

Behavioral & Community Medicine II — 1 cr.hr.

Clinical Problem Solving/Differential Diagnosis — 1 cr.hr.

Clinical Procedures — 1 cr.hr.

EKG/Lab Medicine — 1 cr.hr.

Introduction to Medicine II — 6 cr.hrs.

Patient Evaluation & Hospital Practicum — 2 cr.hrs.

Semester 4 – Summer A

Advanced Clinical Practicum — 2 cr.hrs.

Evidence-Based Medicine — 3 cr.hrs.

TOTAL ACADEMIC YEAR SEMESTER HOURS = 40