



# Learning Environment through the Lens of PA Education: Some Innovative Ideas

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# Objectives

At the conclusion of the webinar, attendees will be able to:

- Discuss the components of how PA programs consider learning environment through personal, social, organizational, physical and virtual lens,
- Describe the role the learning environment has in PA program accreditation.

# PA Program Background

- 238 ARC-PA Accredited PA programs
- PAEA is the only national organization representing physician assistant educational programs in the United States. Currently, all of the accredited programs in the country are members of the Association.
- Terminal degree is a Masters Degree
- PAs upon graduation enter into a variety of healthcare settings

# Learning Environments

Gruppen et al

- Personal
- Social
- Organizational
- Physical
- Virtual



# Learning Environments

- Classroom
- Simulations
- Clinical settings
- Longitudinal rotation settings



# Content Delivery

Physician Assistant Education Association, By the Numbers: Curriculum Report 2: Data from the 2016 Didactic Curriculum Survey. Washington, DC: PAEA; 2018. doi: 10.17538/CR2.2018

## CONTENT DELIVERY

TABLE 5. PRIMARY MODE OF INSTRUCTION

	<i>n</i> (P)	%
Lecture/laboratory	108	51.7
Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL)	6	2.9
Combination of these modes	94	45.0
Other	1	0.5
<b>Total</b>	<b>209</b>	<b>100.0</b>

*Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.*

# IPE

Physician Assistant Education Association, By the Numbers: Curriculum Report 2: Data from the 2016 Didactic Curriculum Survey. Washington, DC: PAEA; 2018. doi: 10.17538/CR2.2018

**TABLE 52. IPE IN CLASSROOM AND LABORATORY SETTINGS**

	n (P)	%
IPE seminar or series of seminars (required)	45	26.6
Anatomy lecture	31	18.3
OSCE: Simulation	27	16.0
Case studies or case-based learning	23	13.6
Stand-alone IPE course	14	8.3
Physiology or Biochemistry course	12	7.1
Anatomy lab	11	6.5
Medical Ethics course	11	6.5
Clinical Medicine	10	5.9
OSCE: Standardized patient	9	5.3
History and Physical Exam lab	9	5.3
Campus-wide simulation/mock disaster	8	4.7
Research course	7	4.1
Health fairs and community events/service learning (required)	6	3.6
PA Professional Issues course	6	3.6
Pharmacology or Pharmacotherapeutics course	6	3.6
Other classroom/laboratory settings	54	32.0

**Table 52** 169 programs (80.9%) described classroom and/or laboratory settings in which their PA students engaged in interprofessional learning. Percentages presented in this table are based on these 169 programs.

*Note: Percentages will sum to more than 100% because programs could report multiple settings.*

# IPE

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**TABLE 53. REGULAR EXTRACURRICULAR IPE ACTIVITIES**

	n (P)	%
Community health fairs	86	57.0
Student-run clinic or volunteering at a clinic for underserved	67	44.4
Interprofessional student groups	19	12.6
Non-medical community service	15	9.9
Mission trips	9	6.0
Conducting free sports physicals	8	5.3
Fundraising events	8	5.3
Health screenings in community settings	8	5.3
Volunteering as medical support at community events	6	4.0
Other extracurricular IPE activities	8	5.3

**Table 53** 151 programs (72.3%) described extracurricular activities that occurred on a regular basis where their PA students interacted with other health professions students. Percentages presented in this table are based on these 151 reporting programs.

*Note: Percentages will sum to more than 100% because programs could report multiple activities.*



# Student Stress

Physician Assistant Education Association, By the Numbers: Student Report 2: Data from the 2017 Matriculating Student and End of Program Surveys, Washington, DC: PAEA; 2018. doi: 10.17538/SR2018.0002

**TABLE 22. OVERALL WELL-BEING**

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Overall quality of life	4,003	8.1	1.6	8.0	2,656	8.1	1.6	8.0
Overall mental well-being	4,002	7.8	1.8	8.0	2,657	7.7	1.8	8.0
Overall physical well-being	4,000	7.6	1.8	8.0	2,656	7.4	1.9	8.0
Overall emotional well-being	4,001	7.6	1.9	8.0	2,652	7.6	1.9	8.0
Level of social activity	4,000	6.9	2.4	7.0	2,657	7.0	2.3	7.0
Spiritual well-being	3,995	7.5	2.0	8.0	2,651	7.4	2.0	8.0

*Note: Respondents were asked to report their overall well-being during the past week, where 0 = "As bad as it can be" and 10 = "As good as it can be."*

# Preventive Measures



# Strategies

- Clinical Call Back Day Curriculum
  - Difficult Scenarios with Role Plays
  - Pearls from Peers
- Self-Care and Stress Management Practiced as Part of Orientation Activities
- Professional Coaching
- Preceptor Orientation and Communication
- Faculty Development

# PAEA and Faculty Development



# Accreditation and Learning Environments

- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- Fifth edition of Accreditation Standards for Physician Assistant Education Draft was released in October 2018, comment period closed December 15, 2018.

# ARC-PA *Standards*, Fifth Edition Draft

- Appropriate security and personal safety for instruction
- **Wellness of faculty and staff**
- Physical facilities to operate educational programs
- Support services
- Curriculum to provide patient centered care and collegially work in teams
- Supervised clinical practice settings (emergency department, inpatient, outpatient and operating room)

# Universal Design/Least Restrictive Environments

- Reduce
  - competition
  - labels
  - barriers
- Example-closed captioning on videos may support other learners

# Future





# References

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