

DEPARTMENTAL EDUCATIONAL GOALS

Goal 1 and Goal 2: Program Support of Students: The Marquette PA program maintains a low attrition rate and deceleration rate compared to the national average as published by PAEA.

MU PA 2.68% mean attrition (CO13-CO21)

MU PA 1.79% mean deceleration (CO13-2021)

National PAEA Survey mean Attrition 3.8% (2019)

National PAEA Survey mean Deceleration 3.0% (2019)

Sources:

MU Attrition and Deceleration document on SP.

PAEA Program Report 35. Table 55 Cohort: Student status at Graduation

The success of our students is supported by a low student to faculty ratio. Additionally, through the coordination of the Academic Counseling Sub-committee led by our Educational Specialist, and academic advising, faculty identify and work one-on-one with students, engaging with them early on, to ensure they have the resources and support required for advancement and overall success in the program.

PAEA Program Report 35. TABLE 39. STUDENT-TO-FACULTY RATIO: FULL-TIME FACULTY HEADCOUNT

Mean private head count 13.3/1 ratio. Overall all institutions is 13.4/1

MU ratio 13.6 (204/15) in the 33-month program (through Spring 2021).

MU ratio 10 (150/15) in the 28-month program (starting May 2022)

Goal 3: Graduates strive for a 100% First Time Pass Rate on the PANCE

Marquette PA graduates have achieved a 100% first-time pass rates (through class of 2020) on the national board certification (PANCE) exam which is higher than the national average of 95% (through 2020 per NCCPA). Marquette PA graduates perform well on the exam and are excellently prepared for clinical practice by our rigorous curriculum and strong clinical rotations.

Goal 4: 100% Employment at Six Months of Graduation

Marquette PA graduates have achieved continued 100% job placement rate within six months of graduation according to our graduate survey data,

Goal 5: Prepare our graduates to promote the PA profession through their leadership, ethical practice, scholarship and service

Recent graduate survey demonstrates that within six months of graduation 20% of MUPA students have volunteered as a PA in an underserved area. Additionally, 30% are employed in a Health Professional Shortage Area (HPSA) or Medically Underserved Area (MUA), many in Wisconsin and in local communities. These facts align with the program's mission of fostering student education to "develop responsible clinicians who realize their full potential and become national leaders for the greater glory of God, and the benefit of the human community."

Marquette also has had several graduates in educational, leadership, and administrative positions at the local, state and national levels:

- o Physician Assistant Programs – PA Education and University Leadership
- o State Medical Board PA representative
- o House of Delegate for WAPA
- o House of Delegate for AAPA
- o Southeast and Southwest Regional WAPA representatives
- o Published in Clinical Advisor, PA Clinics, JPAE, other
- o PA representative to Medical groups
- o President or Chair of Employment Groups
- o National Health Scholars Program

The MU PA Alumni report demonstrated that 98.3% of our MU PA Graduates continue lifelong learning with continuing medical education and full PA certification.

MU PA Learning Outcomes

MU PA Learning Outcome #1, #2, #3, #4: General Physical Exam, History Taking, Documentation, and Forming a Differential Diagnosis:

- Marquette students continue to pass the Summative OSCE (standardized patient events) assessments in both didactic and clinical years that assess MU PA learning outcomes 1-4.
- Marquette graduate PANCE data demonstrates continued mean performance higher than the national average in the task areas of History Taking, Physical Exam Skills, and Formulating Most Likely Diagnosis.

MU PA Learning Outcome #5 and #6: Interpersonal Communication:

- The Summative OSCEs, both in didactic and clinical years, assess interpersonal communication skills with patients and other members of the health care team. Students continually demonstrate competency in these events demonstrating high scores in areas of professional communication with the patient, conducting interactions in clear and concise manners, and communicating with patients using active listening skills.
- Preceptor Evaluations also evaluate interpersonal communication skills, both with the patient and the other members of the health care team. Preceptor evaluations show continued high-pass scores for each rotation and identify tremendous growth over their clinical experiences with enhancing interpersonal communication skills in the clinical settings.

MU PA Learning Outcome #7: Professionalism:

- The MU PA Faculty advise on professional behaviors throughout the duration of the PA program. From early on, the faculty work with students to foster the professional learning environment that will be expected in clinical practice. Mentoring occurs with students to help them develop appropriate skills for professional practice and ultimately to be successful as a practicing PA. This evaluation tool has been expanded as of January 2020 to allow for more granular assessment of students' professional development and is an integral part of assessment in the PHAS 7145 PA Practice class course.
- Professional behaviors are additionally assessed in History and Physical exam labs, interactions with standardized patients (OSCEs), Interprofessional Education experiences (IPE), and on clinical rotations. Any student requiring additional refinement is mentored by a PA faculty advisor. MU PA students are consistently praised for their level of professionalism in the clinical setting and with patients by our Preceptors and Employers.

MU PA Learning Outcome #8: Practice Based Learning:

- Evidenced Based Medicine: MU PA students are trained early on how to critically appraise the literature when searching for answers to medical questions. The evidence-based practice curriculum explores workup and treatment options focusing on primary care practice. Students further develop their own clinical question to research as part of their Capstone Project, focusing on how literature findings and recommendations will impact clinical practice and patient outcomes. Students demonstrate continued growth and success in completing the Capstone Project preparing them for clinical practice.
- Capstone Clinical Projects: Each year as part of completing their capstone project, several PA students partner with local health care organizations, non-profits or public health departments to measure, critique, and improve current clinical performance for those organizations. Recent community partners in these projects have included the Repairers of the Breach Homeless organization, Redeemer Lutheran Church, Bread of Healing Clinic, Aurora-Walkers Point Clinic, Literacy For Life, City of Milwaukee Housing Department, Hillside Clinic-Belize, Milwaukee Health

Department, Milwaukee Public Schools, Wheaton Franciscan Health Care, AdvocateAurora Health Care, and several local outreach clinics including City on a Hill and Repairers of the Breach. Each graduate completes a written evidence-based capstone paper or project that is professionally prepared and orally defended to the faculty and their peers.

- **Interprofessional Education Experiences:** Marquette students collaborate and train with medical, nursing, pharmacy, and dental students in both interprofessional exercises and clinical experiences. Students are required to use problem-based scenarios, reflections, case studies, and written assignments to apply practice-based learning principles. Marquette University recognizes the value of Interprofessional practice in healthcare and takes seriously our responsibility to prepare students to operate on healthcare teams through Interprofessional Education. The university's Interprofessional Education and Collaborative Practice Committee partners with faculty to create educational experiences for all students, focused on outcomes defined by the Interprofessional Education Collaborative (IPEC) competencies. Our "Core4" is a series of four workshops, each based on an IPEC competency, that assigns students to interprofessional teams and provides them the opportunity to learn alongside an interprofessional cohort over four semesters. In addition to participation in the workshop series, students participate in unique experiential learning sessions focused on a team approach to healthcare in various courses.

MU PA Learning Outcome #9: Systems Based Practice: Patient Safety, Procedural Safety, Systems Safety:

Students in the didactic phase complete public health and medicine courses that focus on recognizing and addressing health care disparities. Students interact with community experts on public health issues and are required to reflect specifically on the issues of violence, homelessness, access to care, and food security/nutrition. Internal analysis of our students has identified changes in their attitudes and dispositions towards the indigent as a result of their MU experiences.

During their didactic years, numerous courses place emphasis on identifying community, state and federal resources for disadvantaged individuals. A complex multi-disciplinary case study in the didactic year facilitates student incorporation of best practices and coordination of systems-based care for inpatients. In PHAS 7265 Health Care Systems, students learn about the different kinds of errors impacting patient safety: Patient Factors, Provider Factors and Health Care Environment Factors.

In the clinical decision-making courses and the emergency medicine course, procedural safety is emphasized in all technical skill training. All students complete a suturing competency by the end of the didactic year with an emphasis on needle safety and check-offs for safety on blood drawing and IV starts. All students complete blood born pathogen and occupational safety certification in the 1st year.

In their clinical year, students craft oral case presentations that highlight and address solutions to health care disparities. Clinical and didactic year placements provide opportunities for all students to work in health care resource-depleted settings. Select students have completed community-based capstones addressing emergency safety training: Stop-the -Bleed, and installations of 2 AEDs in community health centers recently.

MU PA Learning Outcome #10: Patient Care using Evidence Based Medicine:

The evidenced-based practice curriculum emphasizes clinical decision making that provide health services aimed at disease prevention and health maintenance in addition to treatment of disease. PANCE data shows continued graduate scores above the national mean in the Health Maintenance and Clinical Intervention task areas.

Students make medical decisions and implement treatment plans based on patient preferences, current scientific evidence, and informed clinical judgement. This is cultivated in our diverse clinical experiences and patient interactions. Students also learn in the clinical decision-making process to treat the patient as a partner in all decision making.