



PAEA Custom Reports: 2019 End of Program Survey

Program name

Clinical Preparatory Instruction

How well did courses prepare you for clinical rotations?	<i>n</i>	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			
Pathology/Pathophysiology			
Pharmacology			
Physical examinations/Patient assessment			
Physiology			
Service learning			

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	<i>n</i>	No instruction (<i>n</i>)	Mean	Median
Culturally appropriate care for diverse populations				
Diagnosis of disease				
Disease prevention/health maintenance				
Management of disease				
Oral health				
Palliative/End of life care				
Public health				
Role of community health and social service agencies				
Social determinants of health				
Women's health				

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

Confidence in PA Competencies	<i>n</i>	Mean	Median
Medical knowledge			
Interpersonal & communication skills			
Patient care			
Professionalism			
Practice-based learning			
Systems-based practice			

Note: The definitions of PA Competencies that students saw are listed below; 1 = Not at all confident, 5 = Very confident.

Medical Knowledge

Includes synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention

Interpersonal & Communication Skills

Encompasses verbal, nonverbal, written, and electronic exchange of information to patients, peers, and others

Patient Care

Includes patient and setting specific assessment, evaluation, and management

Professionalism

The expression of positive values and ideals as care is delivered and prioritizing patients' needs over one's own; includes ethical practice and cultural sensitivity

Practice-Based Learning & Improvement

Includes processes and practices through which PAs engage in critical analysis of their own practice experience, medical literature, and other resources to improve

Systems-Based Practice

Awareness and responsiveness to the larger system of health care to provide patient care that balances quality and cost

Supervised Clinical Practice

Rate quality of education experiences in each rotation	<i>n</i>	Mean	Median
Emergency medicine			
Extended primary care or rural track			
Family medicine			
General internal medicine			
General pediatrics			
General surgery			
Hospital medicine			
Obstetrics/gynecology/women's health			
Psychiatry/behavioral medicine			

Note: Excludes students who selected 'N/A'; 1 = Poor, 4 = Excellent.

Preceptor experiences	<i>n</i>	<i>% yes</i>
Emergency medicine		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
Extended primary care or rural track		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
Family medicine		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
General internal medicine		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
General pediatrics		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
General surgery		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
Hospital medicine		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
Obstetrics/gynecology/women's health		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
Psychiatry/behavioral medicine		
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

Please indicate your level of agreement with the following statement:

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

	<i>n</i>	Mean	Median
Agreement			

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	<i>n</i>	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.

Institutional Support Services

Service	<i>n</i>	Mean satisfaction	Not offered (%)	Offered but not used (%)
Counseling/mental health center				
Faculty advising				
Health center				
Institutional computing (technology)/help desk				
Library/learning resource 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.'

Health and Well-Being

In the <i>past week</i>, rate...	<i>n</i>	Mean	Median
Overall quality of life			
Overall emotional well-being			
Overall mental well-being			
Overall physical well-being			
Level of social activity			
Spiritual well-being			
<i>Note: 0 = As bad as it can be, 10 = As good as it can be.</i>			

In the <i>past 30 days</i>, rate...	<i>n</i>	Mean	Median
Financial concerns			
Level of fatigue			
Level of satisfaction with social support from friends and family			
<i>Note: Financial concerns: 0 = No concerns, 10 = Constant concerns.</i>			
<i>Fatigue: 0 = No fatigue, 10 = Constant tiredness.</i>			
<i>Social support: 0 = Not at all satisfied, 10 = Highly satisfied.</i>			

PA Program Experiences

	<i>n</i>	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			
<i>Note: 1 = Strongly disagree, 5 = Strongly agree.</i>			

Satisfaction with...	<i>n</i>	Mean	Median
Affiliation with a hospital or clinic system			
Class size/student-faculty ratio			
Diversity of faculty			
Diversity of student body			
Dual degree offered (PA plus MPH)			
Faculty reputation			
Opportunities to gain clinical experience (e.g., rotations)			
PANCE pass rates			
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			
<i>Note: Excludes students who selected 'N/A'; 1 = Very dissatisfied, 5 = Very satisfied.</i>			

Negative Experiences in PA School

Did any students in this cohort report...	<i>n</i>	% yes
Being publicly embarrassed		
Being publicly humiliated		
Being threatened with physical harm		
Being physically harmed (e.g., hit, slapped, kicked)		
Being required to perform personal services (e.g., shopping, babysitting)		
Being subjected to unwanted sexual advances		
Being asked to exchange sexual favors for grades or other rewards		
Being discriminated against or harassed based on their gender		
Being discriminated against or harassed based on their race or ethnicity		
Being discriminated against or harassed based on their sexual orientation		
Being discriminated against or harassed based on their religion		

Note: Students could choose to skip this section. Those who chose to respond (n) 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*

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