



# PAEA Personalized Student Insights 2021 End of Program Survey

Program name

## Clinical Preparatory Instruction

How well did your didactic instruction in the following topic areas 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			

*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.*



<b>Preceptor experiences</b>	<b><i>n</i></b>	<b>% yes</b>
Behavioral and mental health care		
Observed by preceptor taking patient history		
Observed by preceptor performing physical exam		
Observed by preceptor performing technical procedures		
Given mid-point feedback by preceptor		
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		
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		
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		
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		
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		
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		

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



## Interprofessional Education

Agreement with statement...	<i>n</i>	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.			
<i>Note: 1 = Strongly disagree, 5 = Strongly agree. Excludes students who said that they had not had any IPE experiences.</i>			

Assessment of amount of IPE experiences	<i>n</i>	Mean	Median
Assessment			
<i>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.</i>			

## Satisfaction with and Utilization of Institutional Support Services

Service	<i>n</i>	Mean satisfaction	Not offered (%)	Offered but not used (%)
Counseling/Mental health center				
Faculty advising				
Student health center				
Institutional computing (technology)/Help desk				
Library/Learning resource center				
Program-provided tutoring				
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

<b>In the <i>past week</i>, rate...</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Median</b>
Overall quality of life			
Overall emotional well-being			
Overall mental well-being			
Overall physical well-being			
Level of social activity			
Spiritual well-being			

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

<b>In the <i>past 30 days</i>, rate...</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Median</b>
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.*

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

*Note: 1 = Never, 5 = Very often.*



<b>Obstacles students are <i>currently</i> facing specifically related to the COVID-19 pandemic</b>	<b><i>n</i></b>	<b>%</b>
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 being infected by 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		
<b>Total</b>		<b>100.0</b>

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



## Confidence in Core Competencies for New PA Graduates

Confidence in...	<i>n</i>	Mean	Median
Patient-centered practice knowledge			
Society and population health			
Health literacy and communication			
Interprofessional collaborative practice and leadership			
Professional and legal aspects of health care			
Health care finance and systems			
Cultural humility			
Self-assessment and ongoing professional development			

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

### **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



## PA Program Experiences

	<i>n</i>	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.*

<b>Agreement with...</b>	<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.			

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

<b>Satisfaction with...</b>	<i>n</i>	Mean	Median
Accessibility/Responsiveness of faculty			
Affiliation with a hospital or clinic system			
Class size/Student-faculty ratio			
Desirability of program community			
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			
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

Students could choose to skip this section of the survey. Those who chose to respond could select 'Never,' 'Once,' 'Occasionally,' or 'Frequently.' In the tables below, '% yes' represents the proportion of the *n* responding students who reported that a behavior had happened to them at least once.

Did any students in this cohort report...	<i>n</i>	% 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		

Students were asked whether they had been (1) denied opportunities for training or rewards, (2) subjected to offensive remarks/names, and (3) received lower evaluations or grades based on the following domains of their identity:

- Age
- Disability status
- Sexual orientation
- Gender/Gender identity
- Race or ethnicity
- Religion

Students' reports of any of the three negative experiences were combined into a single "been discriminated against or harassed" response for each domain.

Did any students in this cohort report...	<i>n</i>	% yes
Being discriminated against or harassed based on their <b>age</b>		
Being discriminated against or harassed based on their <b>disability status</b>		
Being discriminated against or harassed based on their <b>sexual orientation</b>		
Being discriminated against or harassed based on their <b>gender/gender identity</b>		
Being discriminated against or harassed based on their <b>race or ethnicity</b>		
Being discriminated against or harassed based on their <b>religion</b>		



## Qualitative Program Feedback

Students were presented with the following statements:

On the next page, 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 only 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.

### Suggested citation:

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