

School of Health Sciences – Physician Assistant Program Mission, Vision, Core Values and Goals

MISSION

The mission of Quinnipiac's physician assistant program is to increase access to quality health care through the education and development of caring, knowledgeable and competent physician assistants who are dedicated to:

Clinical Competence —Developing highly qualified health care providers who demonstrate an investigative and analytic approach to clinical situations and provide care that is effective, safe, high quality and equitable.

Professionalism —Providing care with respect, compassion and integrity with a commitment to excellence and ongoing professional development.

Interprofessionalism – Preparing students for a team-based care system through inter-professional education.

Leadership —Working effectively with health care professionals as a member or leader of a health care team or other professional/community group. Mentoring and developing future leaders within the profession and the community.

Community Outreach —Demonstrating responsibility and accountability to patients, society and the profession through active community involvement and volunteerism.

Cultural Humility — A state of openness toward understanding and respecting important aspects of other people's cultural identities. This requires an awareness of one's personal and professional beliefs, biases, attitudes and actions that affect patient care and a commitment to ongoing professional development.

Diversity, Equity and Inclusion — Demonstrating awareness, acceptance and accountability in creating a diverse, inclusive, equitable and just community, built upon awareness, acceptance, respect and compassion towards others.

VISION

To create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork, critical-thinking skills, high ethical standards, and respect for diverse populations.

CORE VALUES

Excellence —A commitment to teaching excellence and championing quality, evidence-based health care in an innovative and supportive learning environment that fosters the student's personal effectiveness.

Accountability —Demonstrating responsibility to students, the University, patients, society and the PA profession utilizing a continuous process improvement system.

Integrity —Honesty and adherence to the highest standards of professional behavior and ethical conduct.

Teamwork and Collaboration —Building respectful partnerships within the University and the community to transform the health care system.

Advocacy and Equity —Seeking to eliminate disparities and barriers to effective, quality health care through patient advocacy and advocacy of the PA profession.

Intellectual Curiosity —Exhibiting self-reflection, intellectual curiosity and initiative, critical thinking and the enthusiastic pursuit of lifelong learning within a supportive environment that encourages research and scholarly work.

GOALS

Goals of the Quinnipiac University Department of Physician Assistant Studies:

Goal 1: Admissions - Recruit and retain qualified applicants from a variety of backgrounds and experiences.

The Quinnipiac University (QU) Physician Assistant (PA) Program has two admission pathways: application to the graduate program through the Centralized Application Service for Physician Assistants (CASPA) and a feeder program, the Entry Level Master Physician Assistant Program (ELMPA). ELMPA students are accepted by undergraduate admissions as undergraduate students. Admission requirements, policies and procedures for the ELMPA program are listed on the “Entry-Level Dual-Degree BS in Health Science Studies/MHS in Physician Assistant (4+27 months)” QU website. Students from the direct-entry level master physician assistant program (ELMPA) make up a percentage of the graduate PA Program class; ELMPA students must meet all outlined requirements for progression into the graduate PA Program. CASPA students make up the remainder of the QU PA Program cohort, and admission requirements, policies and procedures for the external applicants are listed on the “MHS in Physician Assistant” QU website.

The Quinnipiac University Physician Assistant program believes that excellence is inclusive and built upon equity. We recognize that all members of society deserve the best healthcare possible, and this is most effectively provided by a diverse healthcare team. We are committed to admitting a diverse group of qualified individuals from a variety of backgrounds and experiences and select students who reflect varied social, economic, ethnic, educational and health care experience backgrounds. This blend of students creates the opportunity for discussion, personal growth, professional development, and appreciation for the individual that will lead to empathetic clinicians.

The Graduate PA Program is meeting this goal and is matriculating a diverse cohort of students.

For the Class of 2020 through the Class of 2024:

- Approximately 22% of CASPA matriculated students self-identify as a minority ethnicity. Approximately 15.5% of ELMPA matriculated students self-identify as a minority ethnicity.
- Approximately 65% of CASPA matriculated students are from the Northeast and 35% are from various states across the nation including all major regions (Southeast/Southwest, North Central/Midwest, West). Approximately 88.4% of ELMPA matriculated students are from the Northeast and 11.6% are from various states across the nation.
- The average age of CASPA matriculated students is 26 years, the average age of ELMPA matriculated students is 22 years.
- Approximately 53% of CASPA matriculated students self-identify as female and 47% self-identify as male. Approximately 90% of ELMPA matriculated students self-identify as female and 10% self-identify as male.
- Approximately 4% of CASPA matriculated students are from a military background.
- Approximately 9% of CAPSA matriculated students self-identify as coming from a medically underserved community.

- Health care experience of CASPA matriculated students has varied and has included all the following: nurse (RN), CNA/LPN, medical assistant/patient care technician, EMT/paramedic, surgical assistant/technologist, pharmacy technician, athletic trainer, physical therapy aide/occupational therapy aide, mental health technician, clinical researcher, dietician/nutritionist, radiology technologist, phlebotomist, respiratory therapist, military healthcare provider, and others. Health care experience of ELMPA matriculated students has varied and has included all the following: CNA/LPN, medical assistant/patient care technician, EMT/paramedic, pharmacy technician, physical therapy aide/occupational therapy aide, and others.

The Quinnipiac University Physician Assistant Program desires to maximize the number of graduates to ultimately produce highly qualified clinicians. Our admissions process involves time commitment from faculty, admissions staff, admission volunteers, and applicants. Therefore, we aim to retain those matriculants who we identify as having the greatest fit for our program.

Though an attrition table is posted on the QU PA Program website, this table does not reflect true program attrition. Attrition is defined by the PA accrediting body as “the permanent loss of a matriculated student from the course of study in a physician assistant program.” In addition, it is important to note that attrition can be secondary to dismissal or withdrawal; withdrawal from the program may be due to personal or other reasons. The average attrition rate for the graduate Class of 2020-2024 mentioned above is 4.1% (Class of 2023 and 2024 are currently enrolled in the program and attrition numbers may change). The program assigns advisors in the didactic and clinical phases of the program to promote student support and provide mentorship and guidance. The University offers student support services to promote retention including academic counseling services (Learning Commons) and mental health counselling services. In addition, the program, through the Academic Progression and Retention Committee, takes a holistic approach when evaluating a student profile for reasons of deficiency.

Goal 2: Community Service - Engage all students in active and on-going community outreach. Experiences are designed to be integrated into the curriculum and enhance knowledge through experiential learning.

Community service is more than a program requirement and social obligation to give back to the community; it also serves as a method of instruction on public health issues such as barriers to health, population health, diversity, and provides the student opportunity to provide counseling and communication skills development while working on interdisciplinary teams. The program provides many service options to ensure adequate volunteering opportunities for the students (ex: Loaves and Fishes, ACES literacy program, National Kidney Foundation services, health fairs, etc.) but also allows students to participate in self-arranged community service activities that meet the program’s mission.

Data for this goal is obtained from the three most recent graduated cohorts logging of community service hours. The program is meeting this goal annually. Despite the restrictions of the Covid-19 epidemic, the last three cohorts have served local communities for a total of 9,723 hours!

| | Class of 2022 | Class of 2021 | Class of 2020 |
|---------------------------------------|---------------|---------------|---------------|
| Minimum Community Service Hours | 50 | 50 | 50 |
| Maximum Community Service Hours | 94.17 | 111.17 | 272.17 |
| Average Community Service Hours | 56.27 | 55.32 | 80.63 |
| Cohort Sum of Community Service Hours | 2925.83 | 2765.85 | 4031.38 |

The top service activities for the classes mentioned above are as follows: service activities related to the Urban Service Track/AHEC Scholar program, self-arranged community service activities, COVID-19 related service activities, Loaves and Fishes, ACES health fairs and literacy programs, foot clinics, CT food bank, Cow Chip Bingo, medical missions, National Kidney Foundation fundraising and activities, midnight run homeless shelter activities, American Liver Foundation fundraising and activities, and Nutrition Detectives. The students' volunteerism and commitment to experiential learning has made an impact on many local communities!

Goal 3: Accreditation and PANCE Pass Rates - Maintain an accredited program with a curriculum designed to ensure the requisite knowledge and skills for entry to PA practice with first-time PANCE pass rates consistently equal to or above the national average.

The program maintains ARC-PA accreditation-continued status. Our next ARC-PA site visit will be in 2023. The program uses data from the ARC-PA regarding accreditation status: <http://www.arc-pa.org/accreditation-history-quinnipiac-university/>. The program has maintained accreditation status by submitting all necessary materials to the ARC-PA as required.

Accreditation standards are also maintained due to the rigorous work of our faculty. The program completes curricular analysis after each semester and again in the annual programmatic self-study. Curricular analysis leads to data driven programmatic and curricular modifications that ensure the program is providing a high-quality education consistent with professional PA practice.

Data for PANCE pass rates is obtained through the National Commission on Certification of Physician Assistants and is posted on the program's public website. The five-year first-time pass rate for the program is 96.8%, nationally it is 95%. The program's first time PANCE pass rates have been higher than the national average from 2017-2020, however, the first time PANCE pass rates fell below the national average for the first time in 2021; 2022 data is pending. The program is proud to report a 100% overall pass rate for all cohorts 2017-2021; 2022 data is pending. Several proactive measures have been implemented since 2021 to promote student success and to have continued high first-time PANCE pass rates.

Goal 4: Post-Graduate Practice - Graduate physician assistants who practice in a variety of healthcare settings to meet workforce needs.

Physician assistants are generalist trained healthcare providers that can fill a wide variety of workforce needs. The Graduate Survey, which is sent to all Quinnipiac University Physician Assistant Program alumni, indicates that we have graduates working in almost every healthcare setting and specialty of medicine and therefore, the program is meeting this goal annually. In addition, the Association of American Medical Colleges reports that there are and will continue to be physician shortages in primary care fields including primary care/family medicine, OB/GYN, general pediatrics.¹ Physician assistants can help fill these gaps.

| Percent of Responders in Workforce Setting | 2022 Graduate Survey Results | 2021 Graduate Survey Results | 2020 Graduate Survey Results |
|--|------------------------------|------------------------------|------------------------------|
| Inpatient Hospital | 15.63% | 11.65% | 11.45% |
| Hospital Surgical Service | 15.23% | 12.05% | 11.89% |
| Single Specialty Physician Group | 12.89% | 12.45% | 19.38% |
| ICU/CCU | 11.72% | 8.84% | 7.93% |
| Emergency Department | 10.55% | 16.06% | 17.62% |
| Outpatient Hospital Unit | 8.59% | 10.04% | 9.25% |
| Other (ex: FQHC, CHC, Urgent Care, School/University, Outpatient facility) | 25.39% | 29.91% | 22.48% |
| | n= 249 | n= 247 | n= 257 |

| Specialty | 2022 Graduate Survey | 2021 Graduate Survey | 2020 Graduate Survey | 2019 NCCPA Report (last available) |
|---|----------------------|----------------------|----------------------|------------------------------------|
| Family/General Medicine | 7.42% | 10.04% | 10.85% | 18.60% |
| Internal Medicine | 9.38% | 10.04% | 8.53% | 4.50% |
| Emergency Medicine | 14.45% | 19.28% | 15.89% | 12.80% |
| General Pediatrics | 4.69% | 3.61% | 5.04% | 1.90% |
| General Surgery | 7.03% | 4.82% | 4.26% | 3.00% |
| Internal Medicine Subspecialties | 19.14% | 17.27% | 15.89% | N/A |
| Pediatric Subspecialties | 3.13% | 4.02% | 3.88% | 1.30% |
| Surgical Subspecialties | 27.34% | 24.90% | 30.62% | 18.70% |
| OB/GYN | 2.34% | 2.01% | 2.33% | 1.10% |
| Industrial/Occupational Medicine | 0.39% | 0.40% | 0.39% | 1.40% |
| Interventional Radiology | 1.56% | 2.81% | 1.94% | N/A |
| Anesthesiology | 0.39% | 0% | 0% | 0.30% |
| | n= 249 | n= 247 | n= 257 | n= 104,459 |
| Primary Care Specialties (Family/General Medicine, General Internal Medicine, General Pediatrics, OB/GYN) | 23.83% | 25.70% | 26.75% | 26% |
| Primary Care Specialties excluding IM (Family/General Medicine, General Pediatrics, OB/GYN) | 14.45% | 15.66% | 18.22% | 21.60% |

¹Association of American Medical Colleges. The complexities of physician supply and demand: projections from 2019 to 2034. <https://www.aamc.org/media/54681/download?attachment>. 2021.

Goal 5: Leadership - Support a culture of leadership in the profession and the community, including becoming PA educators.

Supporting leadership is one of the missions of the PA; therefore, all PA Program faculty hold various leadership roles to model a culture of leadership. PA Program faculty hold leadership within the PA Program, School of Health Sciences and/or the University, and even local and state organizations, including ConnAPA. In addition, the former dean of School of Health Sciences and current professor emeritus of PA studies won the 2020 PAEA Lifetime Achievement Award which recognizes service in leadership in institutional, local, state and national areas, among other things.

The program also offers many leadership opportunities for students to promote the development of leadership skills. Leadership opportunities for students include class officers, AOR representatives, ConnAPA representatives, ConnPAF representatives, various student committee coordinators, and UST activities. These opportunities provide service to both the profession and the community.

| | Class of 2022 | Class of 2021 | Class of 2020 |
|---|---------------|---------------|---------------|
| Number of Students in Leader Roles/Leadership Opportunities | 27 | 42 | 37 |
| Percent of Class with Involvement in Leadership (based on Cohort 54 students) | 50% | 77.80% | 68.50% |

In addition, the program values leadership and tracks this post-graduation. The annual Graduate Survey reveals that 23.4% of our alumni, who completed the survey, hold leadership roles, ranging from leadership roles within place of employment, leadership roles in local and national chapters and societies (ex: ConnAPA, CT-PAF, AAPA, JAAPA), leadership roles in local community activities, and military leadership roles.

A second goal of the PA program is to support individuals becoming PA educators. When individuals agree to be adjunct faculty or clinical preceptors for the program, we offer mentorship and numerous resources to those interested. The annual Graduate Survey reveals that 22.3% of our alumni who completed the survey are clinical preceptors and 13.4% serve as either adjunct faculty or full-time PA program faculty.

| Percent of Responders Currently in: | Graduate Survey 2022 | Graduate Survey 2021 | Graduate Survey 2020 |
|-------------------------------------|----------------------|----------------------|----------------------|
| Leadership Position | 22.70% | 24.10% | 23.26% |
| Adjunct PA Program Faculty | 11.72% | 9.24% | 11.63% |
| Full-time PA Program Faculty | 3.13% | 2.41% | 1.94% |
| Clinical Preceptor | 19.14% | 21.29% | 26.36% |
| | n= 256 | n= 249 | n= 258 |

The program is meeting this goal annually by continuing to have all faculty involved in leadership, offering leadership opportunities and mentoring students to develop leadership skills, having continued leadership after graduation, and encouraging and mentoring future PA educators.

Contact Us:

For additional information or questions not answered, please feel free to contact Kristin Parent, Senior Associate Director of Graduate Health Sciences Admission 203-582-3639 or via e-mail at PAadmissions@quinnipiac.edu.