Success in Meeting Program Goals  
2021-2022

1. Provide an educational experience that endorses professional and ethical behaviors, appropriate sensitivity to diversities, and safe, appropriate, effective, and cost-efficient care in a variety of clinical settings.

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| Course assessments including but not limited to: | | | |
| * In Evidence-Based Practice course series: Ethics and Human Subject Protection: A Comprehensive Introduction eLearning course certification and The Lab Virtual Simulation and Reflection on Ethical Decision Making * In Clinical Medicine & Therapeutics course series (CM&T I): PowerPoint presentation on a given medical diagnosis or topic with one component of the assignment to (IO-2b – CM&T I-III) to relate knowledge of cultural diversity and how the shared attitudes, values and beliefs of a group, shapes their concepts of what constitutes illness and acceptable treatment * In PA Professional Practice: Week 7 lecture and quiz on Medical Ethics * In Clinical Application and Reflection Experiences course series in CARE I: Role play as part of an interprofessional team through events sponsored by the Fort Wayne Area Interprofessional Consortium for Health Care Education “Clinical Conundrums (Values/ Ethics for Integrated Practice)” and “Medical Error Communication” * In Senior Seminar course series (SS I): Presentation or discussion of topics may include patient care and safety issues, error-reduction measures * In Senior Seminar course series (SS II): Workshop on important components of patient safety, quality improvement, prevention of medical errors and risk management | | | |
| Data Instrument and Benchmark | Question | 2020 cohort | 2021 cohort |

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| 5 | 4 | 3 | 2 | 1 |
| Excellent  Far exceeds competency | Good  Exceeds competency | Average  Meets competency | Fair  Barely meets expected competency | Poor  Not competent |

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| Preceptor Evaluation of Student (PES)  **Benchmark:**   * 3.0/5.0 Likert scale   **MET**  Per Clinical Coordinator Audit | **Evaluative criteria (2020 and 2021):**   * S.9 - Staff (present) patient * S.10 - Patient/family interactions * S.11 - Communicates/collaborates * S.13 - Medical/legal, regulatory, billing/coding, and reimbursement * S.16 - Treatment efficacy, compliance, standard-of-care, risk management * S.17 - Incorporates patient preferences and concerns * S.18 - Employs patient safety measures/error reduction   Interpersonal Skills   * S.23-Patient/Family communication: communicates effectively, and easily establishes rapport with patient and family. * S.24-Professional Communication: interacts well with other members of the healthcare team (staff, peers, and supervisors). * S.25-Cultural Applications: Recognizes the impacts of cultural, ethnic, socioeconomic, and spiritual factors on health and wellness   Behavioral/Professional Attributes   * S.26-Attendance: punctual, no absences. * S.27-Professional Appearance/Demeanor: always appropriately dressed and groomed; respectful towards staff, patients, providers * S.28-Work habits: completes assignments. * S.29-Motivation/Attitude: takes initiative, works enthusiastically * S.30-Ethical: recognizes the impact of moral issues; considers patient rights and applies them in patient care * S.31-Responsiveness to constructive criticism: incorporates suggestions successfully * S.32-Professional Collaboration: Functions as a member of an interprofessional health care team and participate in coordinated, quality, team-based care | No scores below bench-mark | No scores below bench-mark |
| **Evaluative criteria (2021):**   * Document medical decision-making choices based on consideration of the patient's disability status, special health care needs, ethnicity/race, gender identity, religion/spirituality, sexual orientation, or social determinants of health (S.16-7. Emergency Medicine, S.16-7. Surgery, S.16-7. Pediatrics). * Research and determine the proper patient education, counseling, and preventative care for specific patient's surgical diagnoses; become familiar with the various community resources available to assist all pre and post-surgical patients, across the lifespan, with special needs and/or who face socioeconomic difficulties (S.28-12.12. Behavioral Health, S.22-15.6. Elective, S.24-10.8. Emergency Medicine, S28.9.12. Internal Medicine, S.27-8.11. Pediatrics, S.27-11.10. Surgery, S.26-13.11. Women’s Health). * Develop an understanding on how to provide for the emotional and physical health needs of:   + all mental health patients across the lifespan and their family, with compassion and in a culturally relevant manner (S.30-12.14. Behavioral Health).   + the specific elective rotation patient and family with compassion and in a culturally relevant manner (S.23-15.7. Elective).   + all patients across the lifespan and their family, with compassion and in a culturally relevant manner within the emergency medicine environment (S.26-10.10. Emergency Medicine).   + all internal medicine patients and their family, with compassion and in a culturally relevant manner. Integrate knowledge of medical ethics and end-of-life issues facing the hospitalized patient in the comprehensive hospital care (S.29-9.13. Internal Medicine).   + the pediatric patient and family with compassion and in a culturally relevant manner (S.28-8.12. Pediatrics).   + surgical patients across the lifespan and their families, with compassion and in a culturally relevant manner (S.28-11.11. Surgery).   + the gynecologic/obstetric patient and family with compassion and in a culturally relevant manner (S.27-13.12. Women’s Health). * Practice to understand and relate as a member of an interprofessional healthcare team. Identify and formulate a coordinated, quality and team-based:   + … care plan. Effectively communicate and work in collaboration with all members of the Internal Medicine health care team, including the Attending Physician, residents, medical students, mid-level providers, nurses, ancillary hospital staff, and consulting providers (S.30-9.14. Internal Medicine).   + … pre and post-surgical care plan. Consult providers beyond the surgical department, as needed, regarding treatment of patients' medical needs (S.29-11.12. Surgery).   + … specific elective care plan (S.24-15.8. Elective).   + … emergency medicine care plan to identify treatment needs for the emergency medicine patient (S.27-10.11. Emergency Medicine).   + … care plan. Recognize the necessity and value of a comprehensive collaborative care approach utilizing addictionologists, certified substance abuse counselors, registered dieticians, psychiatrist, psychologist, social workers, and clinical nurse specialists in the care of patients with emotional, behavioral and psychiatric conditions (S.31-12.15. Behavioral Health). * Develop and practice interpersonal skills with:   + all surgical patients across the lifespan and their families, office/hospital staff, peers and superiors including receiving and communicating constructive feedback. (S.30-11.13. Surgery)   + all emergency medicine patients across the lifespan and their families, office/hospital staff, peers and superiors including receiving and communicating constructive feedback. (Emergency Medicine)   + all patients across the lifespan and their families, office/hospital staff, peers and superiors including receiving and communicating constructive feedback. Effectively communicate with the mental health patient, family and other health care professionals to successfully coordinate immediate and follow up patient care. (S.32-12.16. Behavioral Health)   + gynecologic and obstetric patients and their families, staff, peers and superiors including receiving and communicating constructive feedback. (S.28-13.14. Women’s Health) * Demonstrate professionalism in all areas including (but not limited to): hygiene, appearance and attire; attendance and punctuality; attentiveness; preparation; behavior and attitude; verbal and nonverbal communication; respect, sensitivity, and compassion for others; confidential and ethical practice; and honesty. (Surgery) * Demonstrate the ability to recognize, evaluate, create a treatment plan, and counsel patients, from the entire lifespan, regarding their acute and emergent medical conditions and be able to advise them of accurate pharmacological and non-pharmacological treatments with respect to their ethnic, socioeconomic, and spiritual factors. State indications, contraindications, major side effects/adverse reactions, and correct dosing schedule for medications commonly used in an emergency medicine setting to include crystalloid and colloid intravenous solutions. (S.22-10.6. Emergency Medicine) * Assess, identify, order and perform common tasks and therapeutic procedures and studies appropriate for the emergency medicine patient population. Be able to present the acute and urgent patient status appropriately to the attending preceptors. Understand indications, contraindications, and suggested protocols for procedures commonly performed in the emergency medicine setting. (S.23-10.7. Emergency Medicine) * Identify emergency medicine patients requiring specialty service consultation and consulting to appropriate service. (S.25-10.9. Emergency Medicine) * Educate and refer the emergency patient for community services such as home health, medication assistance, nutritional/dietary consult, and social services. (S.28-10.12. Emergency Medicine) * Demonstrate an understanding of informed consent, civil commitment, and patient refusal of treatment. (S.29-12.13. Behavioral Health)   Rate the following:   * Hygiene, appearance and attire (S.26-a. Elective, S.29-a. Women’s Health, S.30-a. Emergency Medicine, S.31-a. Internal Medicine, Pediatrics, S.33-a Behavioral Health) * Attendance and punctuality (S.27-b. Elective, S.30-b. Women’s Health, S.31-b. Emergency Medicine, S.32-b. Internal Medicine, Pediatrics, S.34-b Behavioral Health) * Attentiveness, helpfulness and responsiveness (S.28-c. Elective, S.31-c. Women’s Health, S.32-c. Emergency Medicine, S.33-c. Internal Medicine, Pediatrics, S.35-c Behavioral Health) * Preparation (S.29-d. Elective, S.32-d. Women’s Health, S.33-d. Emergency Medicine, S.34-d. Internal Medicine, Pediatrics, S.36-d Behavioral Health) * Behavior and attitude (S.30-e. Elective, S.33-e. Women’s Health, S.34-e. Emergency Medicine, S.35-e. Internal Medicine, Pediatrics, S.37-e Behavioral Health) * Verbal and nonverbal communication (S.31-f. Elective, S.34-f. Women’s Health, S.35-f. Emergency Medicine, S.36-f. Internal Medicine, Pediatrics, S.38-f Behavioral Health) * Respect, sensitivity and compassion for others (S.32-g. Elective, S.35-g. Women’s Health, S.36-g. Emergency Medicine, S.37-g. Internal Medicine, Pediatrics, S.39-g Behavioral Health) * Confidential and ethical practice (S.33-h. Elective, S.36-h. Women’s Health, S.37-h. Emergency Medicine, S.38-h. Internal Medicine, Pediatrics, S.40-h Behavioral Health) * Honesty (S.34-i. Elective, S.37-i. Women’s Health, S.38-i. Emergency Medicine, S.39-i. Internal Medicine, Pediatrics, S.41-i Behavioral Health) | N/A | No scores below bench-mark |
| Graduation Survey  **Benchmark:**   * 3.5/5.0 Likert scale   **MET** except 2020 cohort evaluation of student response to survey question 18. | Q16 - The program prepared me to “provide appropriate medical care in the setting of: Outpatient/ambulatory care”. | 4.00 | 4.43 |
| Q17 - The program prepared me to “provide appropriate medical care in the setting of: Emergent”. | 3.56 | 4.30 |
| Q18 - The program prepared me to “provide appropriate medical care in the setting of: Inpatient”. | 3.33 | 4.05 |
| Q19 - The program prepared me to “provide appropriate medical care in the setting of: Operating room. | 3.78 | 4.10 |
| Q25 - The program prepared me to “demonstrate appropriate sensitivity, empathy, compassion, and respect when dealing with all patients and all forms of diversity to promote and sustain therapeutically and ethically sound relationships”.  Interpersonal & Communication Skills Domain Competency 3  SPE Appendix 14E Outcome Measure 16 | 4.44 | 4.48 |
| Q26 – The program prepared me to “abide by, and uphold, the principles espoused in the *PA Professional Oath* and the American Academy of Physician Assistant’s *Guidelines to the Ethical Conduct of the Physician Assistant Profession*”.  Professional Behaviors Domain Competency 1  SPE Appendix 14E Outcome Measure 17 | 4.33 | 4.52 |

1. Provide an educational experience that supports effective professional communication and interprofessional collaborative practice.

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| Course assessments including but not limited to: | | | | |
| * In Clinical Application and Reflection Experiences course series in CARE I: Role play as part of an interprofessional team through events sponsored by the Fort Wayne Area Interprofessional Consortium for Health Care Education “Clinical Conundrums (Values/ Ethics for Integrated Practice)” and “Medical Error Communication” | | | | |
| Data Instrument and Benchmark | Question | 2020 cohort | 2021 cohort | |
| Preceptor Evaluation of Student  **Benchmark:**   * 3.0/5.0 Likert scale | Refer to Question 1 for professional communication and interprofessional collaborative practice measures. | No scores below bench-mark | | No scores below bench-mark |
| Graduation Survey  **Benchmark:**   * 3.5/5.0 Likert scale   **MET** except 2020 cohort evaluation of student response to survey question 23. | Q24 - The program prepared me to “demonstrate appropriate and effective auditory, verbal, non-verbal, written, and electronic communication skills when dealing with patients, families, caregivers, staff, colleagues, supervising physicians, administrators, and other healthcare professionals”.  Interpersonal & Communication Skills Domain Competency 2 SPE Appendix 14E Outcome Measure 14 | 3.89 | | 4.48 |
| Q23 - The program prepared me to “document and communicate medical, legal, financial, research or other relevant information to members of the healthcare team in an accurate, logical, concise, and understandable manner”.  Interpersonal & Communication Skills Domain Competency 1  SPE Appendix 14E Outcome Measure 15 | 3.44 | | 4.24 |
| Q30 – “The Trine University PA Program provides a dynamic and engaging medical education to students using a combination of traditional and case-based learning experiences with emphases on professionalism, interprofessional collaborative practice, and safe, appropriate, effective, and cost-efficient care”  MPAS Vision Statement | 4.22 | | 4.71 |

1. Provide an educational experience that promotes sound clinical reasoning, problem-solving, and decision-making abilities.

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| Data Instrument and Benchmark | Question | 2020 cohort | 2021 cohort | |
| Preceptor Evaluation of Student  **Benchmark:**   * 3.0/5.0 Likert scale | Clinical reasoning, problem-solving, and decision making. (2020 S.14)  Differential diagnosis/assessment: Consistently integrates data in a concise and thorough manner. (2021 S.26)  Treatment plans: Integrates above assessment to create pharmacologic and non-pharmacologic patient centered treatment plan. (2021 S.27) | No scores below bench-mark | | No scores below bench-mark |
| Graduation Survey  **Benchmark:**   * 3.5/5.0 Likert scale   **MET** | Q24 - The program prepared me to “demonstrate appropriate and effective auditory, verbal, non-verbal, written, and electronic communication skills when dealing with patients, families, caregivers, staff, colleagues, supervising physicians, administrators, and other healthcare professionals”.  Knowledge Domain Competency 2  SPE Appendix 14E Outcome Measure 3 | 4.22 | | 4.52 |

1. Provide an educational experience that fosters lifelong learning, service to the profession, leadership, scholarship, and community service.

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| MPAS Program Report on Faculty Accomplishments 2021-2022 |
| **Benchmark:**   * 100% of faculty participate in scholarly activities, professional and/or community service - **MET**   Name: Charles L. Copeland, PA-C  Position: Program Director, Associate Professor  **Accomplishments/Activities**  **University Service & Scholarship:**   * Participate in all phases of ACE-PA application review and transition from standard 4 to standard 5 * Appointed interim director and help position for 7 months until finally appointed director of the program * Committees   + Chair: Committee of the Whole   + Chair: MPAS Advisory Board   + Member: Student Success Committee   + Member: Admissions Committee * Recognized by Pi Alpha Honor Society 2021 * Miscellaneous University related Service   + Participated in prospective student tours and informational events   **Professional Development**   * Annual medical education maintenance includes 50 hours of category 1 training * Army: Command and General Staff College in-person learning. This course teaches analysis of problems and coming up with solutions in a complex global environment. * Completed all required annual training CBLs   **Community Service**   * Indiana Army National Guard 34 years and ongoing. Also, part of helicopter flight safety team. * Combat Veterans Association: I am the treasure of the local chapter of our association. And in the last year was raised $12,000 which was distributed to various veteran-based organizations and individuals in need. We are a 501c3 non-for-profit charitable organization.   Name: Emilio J. Vazquez, MD  Position: Medical Director, Associate Professor  **Accomplishments/Activities**  **University Service & Scholarship:**   * Medical Director-MPAS Program * Participated in review of Student Handbook for upcoming Accreditation Visit * Worked with Program Director on review of Provisional Accreditation Report * Worked on On-going Review of Curriculum * Performed Correlation and Linear Regression of PACKRAT / PANCE Scores versus a number of different admission criteria to determine best predictor parameters for student success * Chair: Curriculum Committee   + Committees * University:   + Member Graduate Council (representing MPAS) * MPAS Program   + Chair: Curriculum Committee   + Member: Clinical Education Committee   + Member: Assessment Committee   + Member: Admissions Committee   + Member: Student Success Committee * Student Organization Advising/Work   + Assisted in Blood Drives (on-day of events)   + Participated in Alzheimer’s Walk as Faculty Representative * Miscellaneous University related Service   + Participated as representative of College of Health Professions Thunder Preview Days (multiple events)   + Participated in multiple prospective student tours and informational events (one-on-one)   + Met with interested pre-PA and Direct Admit Students at Trine University (with Dr. Angela Bjorab) * Complete Revamp of Diagnostic Imaging course for DPT to more closely follow the textbook. * Complete Revamp of Clinical Medical and Therapeutics Infectious Disease to a system-based approach. * Completed IT Security and Title IX training. * Award from KPC as Outstanding Educator 2021 (award for Lifetime Achievement) * Elected to PAEA Academic Hall of Fame as faculty   **Professional Development**   * Completed On-Line Teaching Certificate Course from Open University. * Completed multiple Webinars on MOODLE capabilities. * Began actual clinical work with Parkview First Care Walk-In clinics to help maintain clinical care skills. * Maintained start of re-certification of Advanced Cardiac Life Support Instructor status. * Maintained membership in American Academy Family Physicians through CME and other requirements. * Maintained membership in American College of Sports Medicine and Association for Post-Acute and Long-Term Care. * Continued work: Case Report on use of Ketamine for Terminal Pain Management in a Hospice patient.   **Community Service**   * Guest speaker for Health Occupation Experience students at local high school (DeKalb Central HS) on various health professions. Gave overall discussion of multiple Health Professions and specific available thru Trine University * Volunteer at Blue Heron Ministries (a Christian based Conservation group which does multiple programs through the year both in Natural Restoration of areas, Environmental clean-up and other Nature Conservation projects) * Volunteer at Little River Wetland Project (Eagle Marsh) a group that is involved in the restoration of a local wetland area in south Fort Wayne. Participate in multiple education programs such as Earth Day, Monarch (Butterfly) Festival and others * Continued certification as an Advanced Indiana Master Naturalist (a program which in Indiana is a part of Purdue Extension) and functions to provide trained volunteers for groups that are in conservation or nature programs to the public (example: DNR State Park Nature programs) * Continued Certification as a Certified Interpretive Guide through the Association for Interpretation (this Association is a group of professional and “lay” interpreters of natural and historical sites and events) * Continued to volunteer as a Ringside Physician for USA Boxing (amateur youth boxing) * Continued as an Event Physician for Indiana Athletic Commission for Amateur and Professional Combat events * Continued as volunteer Medical Care Team for Honor Flight of Northeast Indiana * Continued as Member of DeKalb County Board of Health. (involved in COVID Policies, also in working group on Septic Issues for DeKalb County) * Volunteered a number of days at COVID Vaccination Clinics for both DeKalb and Steuben Counties (personally vaccinated or involved in over three thousand individual vaccine encounters) * Continued involvement in High School Sports as a Soccer and Basketball Official and was a Clinician (Instructor) at several Soccer Official Clinics (workshops) * Continued Volunteer work at St. Martin’s Health Care Services Free Clinic including participation (with students) in Women’s Health Days   **Other/Personal:**  Continued work on a non-fiction book on Nature Observation for children.  Name: Tyann Billman, PA-C  Position: Academic Coordinator, Assistant Professor  **Accomplishments/Activities**  **Professional Development and Service**   * ACLS Certification 9/2021 * BLS Certification 9/2021 * PALS Certification 3/2022 * Attended PAEA New Faculty Conference * Attended Summer Metabolic and Endocrine Disease Summit * Memberships: * Indiana Association of Physician Assistants * American Association of Physician Assistants   **University Related Accomplishments**   * Committees:   + MPAS Program     - Chair: Student Life Committee     - Member: Committee of the Whole     - Member: Student Interview Panel * Student Academic Mentor         Complete revamp of Clinical Application and Reflective Experience (CARE) 4-course series         Acted as Interim Clinical Coordinator for the class of 2022  **Community Service**   * Fairview Missionary Church Angola   + Worship team   + Youth Group Leader * Pack Away Hunger   Name: Lauren Edwards, PA-C  Position: Assistant Professor, Clinical Coordinator  **Accomplishments/Activities**  **University Service & Scholarship**   * Assistant Professor/Clinical Coordinator - MPAS Program   + Participated in review of Student Clinical Handbook for upcoming Accreditation Visit   + Chair: Clinical Education Committee, set to take over Student Life end of October 2022 * Committees   + MPAS Program     - Chair: Clinical Education Committee     - Member: Committee of the Whole   + NEI-AHEC     - Advisory Committee   **Professional Development**   * Completed training on MOODLE * Maintained NCCPA certification. * Completed CME * Obtained Indiana PA license. * Continued PA license in South Carolina and North Carolina * Maintained membership with AAPA, PAEA, and IAPA * Attending Clinical Coordinator 101 provided through PAEA in October 2022   **Community Service**   * High school student guest speaker on college and healthcare professions * Served as a volunteer for PA foundation scholarship reviews   Name: Brian A. Lapp, PA-C  Position: Assistant Professor  **Accomplishments/Activities**  **University Service & Scholarship**   * Committees   + University:     - CHP Academic Review Committee   + MPAS Program     - Chair: Student Success Committee (SSC)     - Member: Committee of the Whole     - Member: Student Interview Panel   + Student Academic Mentor     - 18 students * Miscellaneous University related Service   + OTD Interprofessional Panel   + OTD Lab Lecturer   + IPE Manchester School of Pharmacy Support Faculty   + Participated in multiple prospective student tours and informational events (one-on-one) * Complete revamp of the Clinical Anatomy course * Complete revamp of PA Professional Practice Course * Complete revamp of Behavioral Health Course * Complete revamp of Clinical Skills Series (II, III, and IV) Courses * Completed IT Security and Title IX training * Berg WP, Lapp, BA. The effect of a practical resistance training intervention on mobility in independent, community-dwelling older adults. *Journal of Aging and Physical Activity*. 1998;6:18–35. * Doctor of Medical Science (current student). University of Lynchburg, Virginia   **Professional Development and Service**   * Completed On-Line PAEA New Faculty Course * Maintain CPR Certification * Maintain Physician Assistant State License * Maintain membership in the American Academy of Physician Associates   Name: Christopher Carlin, EdD, PA-C  Position: Associate Professor  **Accomplishments/Activities**  **University Service & Scholarship**   * Participated in review of Admissions policy and procedures for upcoming ARC-PA visit * Revised GI, Renal, Women’s Health, and Rheumatology lectures * Updated and revised GI, Renal, Women’s Health, and Rheumatology Test Banks * Committees * MPAS   + Chair: Admissions Committee   + Member: Committee of the Whole   + Member: Student Success Committee * Student Organization Advising/Work   + Standardized patient for Clinical Skills I * Miscellaneous University related Service   + Completed IT Security and Title IX training   **Professional Development**   * Renewed NCCPA certification * Per Diem Physician Assistant Parkview Walk-In Clinics * Continued certification in ACLS, AHA CPR   Name: Constantina K. Sloffer, BSN, RN; MPAS, PA-C, CAQ-Psych  Position: Associate Professor  **Accomplishments/Activities**  **University Service & Scholarship**   * Associate Professor-MPAS Program * Committees:   + MPAS Program Committee of the Whole * IOR Clinical Skills I course * IOR Clinical Genomics * Completed IT Security and Title IX training * Completed required onboarding Faculty Courses on MOODLE capabilities     **Professional Development and Service**   * New membership in PAEA * Maintained BLS Certification * Continued to earn CME hours to maintain NCCPA certification * Continued to earn CME hours to maintain CAQ certification * Maintained membership in the American Academy of Physician Assistants * Lifetime member of the Indiana Academy of Physician Assistants * Maintained membership in the Association of PAs in Psychiatry * Maintained membership in Neuroscience Education Institute * Completed 2nd Master Psychopharmacology Program from the Neuroscience Education Institute (NEI-Global)   **Community Service**  An Ambassador with a global fitness organization/global movement that raises money this year for One Tree Planted and Blood Cancer UK. Over the past 8 years, we have raised over $6 million dollars to fight global hunger, addressing environmental problems, funding blood-cancer research that partners with researchers all over the world and supporting end-of-life care. The ethos of this organization is “Help yourself while helping others”. |

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| MPAS Program Report on Student Accomplishments 2021-2022 |
| **Benchmarks:**   * 100% of students participate in interprofessional education as measured by list of IPE events and activities (internal within a course or at program, college, university level and external to the university) – **MET** (see also program goal 1) * 100% of students participate in scholarly activities, professional/community/university service – **MET**   **Scholarly Activities**   * All didactic phase students complete secondary research (literature review) as part of Evidence-Based Practice course series. * All clinical phase students complete a capstone project (either an evidence-based review paper, case report, or an original research study)   Though students are not yet professional PA-Cs, they develop skills in preparation for professional practice. These include, but are not limited to:  **Leadership Activities**  **SAAAPA Board Roles 2023**  President: Michael Keelan [mtkeelan21@my.trine.edu](mailto:mtkeelan21@my.trine.edu)   * Act as a liaison between the students and faculty and attend monthly faculty meetings with the Vice President. * support all chairs of the SAAPA board * Toast to Trine   Vice President: Austin Shepard [arshepard16@my.trine.edu](mailto:arshepard16@my.trine.edu)   * Assist president and all other roles * Attended faculty meetings * Toast to Trine   Secretary: Kirsten Van Wieren [kevanwieren21@my.trine.edu](mailto:kevanwieren21@my.trine.edu)   * Meeting minutes * Helps with organization of events and getting students involved. * Helps fill in and assist other roles   Treasurer: Morrisa Regis [mregis21@my.trine.edu](mailto:mregis21@my.trine.edu)   * The treasurer is tasked with managing the budget for SAAAPA and keeping track of funds. The actual funds can be held in a SAAAPA – specific trine account and disbursed for committee needs by one of the staff at the Trine Accounting Office.  The treasurer would be in charge of getting payments to Bev, making sure fundraisers have a way of actually collecting funds (Trine has a Square device, or using a personal Venmo), and keeping track of the balance/budget. * Note: we have discussed the possibility of combining the treasurer position with the apparel chair, as most of our finances come through squad locker.   SAR: Gabbie LaVoie [glavoie21@my.trine.edu](mailto:glavoie21@my.trine.edu)   * SAR is the liaison between our SAAAPA chapter and the AAPA. You will be a part of the North Central region of SARs and will have monthly updates and meetings sprinkled in where you get information to relay back to the classes. This position is typically paid for by the school to go to AAPA national conference in which there are HOD meetings in which you can listen to PAs across the country give testimonials to different changes that are proposed for the year. There are also a ton of great CME opportunities and awesome events/lectures. This year was virtual, BUT Conference 2022 will be in Indianapolis, so that should be a fun opportunity! * Another responsibility is to plan and organize events for PA week. There is a few things that AAPA puts out about PA week, but we try to do something each day of PA week.   **School Chapter Student Representative (SCSR):** Alyssa Bowman [alrussell21@my.trine.edu](mailto:alrussell21@my.trine.edu)  Rachel Baehl [rabaehl15@my.trine.edu](mailto:rabaehl15@my.trine.edu)   * Meet monthly with IAPA Student Board (Indiana Academy of Physician Assistants - Student Board). Meetings include two students from every PA school in Indiana. This is a student-run organization comprised of SCSRs as a voice for PA students state-wide. * Complete projects that support pre-PA students, PA students in didactic year, and clinical year * Three different IAPA committees within IAPA: Student Resources, Legislative, and Marketing. * IAPA-S works with the IAPA board to support ongoing professional development, provide resources to past, current and future PA students, create and recommend legislation to the IAPA board, and improve the communication and marketing of IAPA. * Student Board monthly meetings occur on the third Tuesday of every month at 7pm via Zoom and Trine must attend the overall Board Meeting quarterly on the third Thursday of the specified months at 7pm * Within the organization, there is an opportunity to run for the executive board (President or Vice President- Allissa currently serves as President and can answer any questions you may have about leadership within the organization) * Check out our new website for more information! [https://www.indianapas.org/IAPA-S](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.indianapas.org%2FIAPA-S&data=05%7C01%7Cmtkeelan21%40my.trine.edu%7C39e6ae0ea0aa484fa84408da8640e812%7C4fce493f17434d33bdec79e288863c19%7C0%7C0%7C637969910583031045%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=o5loblmSpn8qo3I11%2BbMywfrpkmrMqXazDhSdaWy7Ns%3D&reserved=0)   **Local outreach:** Taylor Mohn [tmohn21@my.trine.edu](mailto:tmohn21@my.trine.edu)   * Local outreach organizes volunteer opportunities in the Fort Wayne community. Some examples within the past year are American Red Cross blood drives, making meals at Hope House, and various events with YMCA and DSANI (Down Syndrome Association of Northern Indiana). While there are a lot of established partnerships, this position allows freedom to find new volunteer opportunities as you see fit.   **Global outreach:** Thomas Rivet [tjrivet16@my.trine.edu](mailto:tjrivet16@my.trine.edu)   * Coordinate global service trips (virtual and in person)   + raise money for the places we will be attending so we can make sure to leave an impact, past the time spent there * involved in MedLife and other organizations   **Apparel chair:** Taylor Skjordal [tmskjordal21@my.trine.edu](mailto:tmskjordal21@my.trine.edu)   * My job consists of managing the SquadLocker website, taking suggestions from fellow classmates and faculty, and making additions appropriate for each season. You are welcome to reach out to other sites as well for partnerships for the PA program brand, although this has been difficult due to the pandemic. Finally, it is encouraged that you maintain our connection with Medelita, we have ordered additional white coats from them for the students for the past two years.   **Social Media:** Jasmine Miller [jmiller21@my.trine.edu](mailto:jmiller21@my.trine.edu)   * The social media chairperson is in charge of overseeing Trine PA Instagram and Facebook accounts. Our goal for our social media accounts is to get the Trine PA name out into the Fort Wayne Community and to show off our amazing PA students. After taking over the social media accounts, another goal of mine was to also draw in prospective students and let our social media accounts be a source of information about our program and PA student life in general.   **Diversity chair:** Areeba Asim [aasim21@my.trine.edu](mailto:aasim21@my.trine.edu)   * The role of diversity chair is to send out an email or two every month pertaining to a topic in medicine that highlights areas and ways to improve healthcare among all walks of life. There is also a Group Chat among all PA schools for the diversity chair and it's called PA-S LEAD, which is where a lot of resources and articles are shared that I pass along.   **Green chair:** Samantha Schaller [smschaller21@my.trine.edu](mailto:smschaller21@my.trine.edu)   * Green chair is responsible for creating and hanging the monthly LooDown newsletter. The chair also has a lot of freedom for education and execution of various green initiatives on our campus. This can include but is not limited to sharing information regarding green initiatives in healthcare, organizing park clean ups, celebrating Earth Day on our campus, etc.   **Health and Wellness chair:** Zach Davis [zhdavis21@my.trine.edu](mailto:zhdavis21@my.trine.edu)   * The role of this chair is primarily to coordinate and encourage wellness events that promote a healthy lifestyle and stress relief. I've done this by coordinating yoga before pharmacology on Wednesday nights, making a spreadsheet of local fitness deals, and keeping an eye out for health/wellness events around Fort Wayne.   **New student onboarding chair:** Bryce Biskupski [bbiskupski21@my.trine.edu](mailto:bbiskupski21@my.trine.edu)   * Assist Holly in planning orientation for incoming class * Be member of Class ’25 Facebook group to answer questions as they arise * Attend new student orientation, +/- Q&A session * Organize Meet & Greet for current and incoming class to get to know each other * Optional: poll current class regarding housing, things to do in Fort Wayne, etc. and distribute to new class to make acclimation to Fort Wayne and PA school easier. * Flexible position that allows for new ideas   **University Service Activities**   * Trine University Health Sciences Day – students volunteered at event for High school students to learn more about the PA and PT programs * Trine University Scholarship Day - student volunteered to assist with tours to incoming undergrad students interested in health professions programs * MPAS Program Applicant Interviews (PA student volunteers as guides and co-interviewees with faculty member)   **Community Service Activities**   * Reported activity   + 24 students reported 353.5 hours of community service which included:     - [American Red Cross Blood Drive](https://www.redcrossblood.org/local-homepage/location/fort-wayne-american-red-cross.html)     - [Mad Anthonys Children’s Hope House](https://childrenshopefw.org/)     - [Down Syndrome Association of Northeast Indiana (DASANI) Walk](https://www.dsani.org/)     - [MEDLIFE Movement Helping Those in Need](https://www.medlifemovement.org/)     - [Big Brothers Big Sisters](https://www.bbbs.org/)     - [City of Fort Wayne Paint Fire Hydrants for Safety and Profit](https://www.cityoffortwayne.org/visitors/172-utilities/ways-you-can-help/3334-fort-wayne-utilities-homeowner-tips-and-tricks-page.html)     - [NeighborhoodLink Fort Wayne](https://www.nlfw.org/)     - Children's Ministry (church)     - Children's Ministry and Youth group (church) |

1. Provide an educational experience that affords students the knowledge, skills, attitudes, and experiences needed for successfully passing the Physician Assistant National Certification Exam (PANCE).

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| Benchmarks:   * At or above the national average as published by the NCCPA for each test year – **MET** * Trine MPAS CL2020 96% first time taker pass rate > 95% national average * Trine MPAS CL2021 100% first time taker pass rate > 93% national average * Performance on any subject or task areas may not be more than 5% below the national mean in any one year –   + Pending – currently have only 2 years of data * A trend across 3 years of students’ aggregate performance on an organ system or task area that is below the national mean   + Pending – currently have only 2 years of data * Statistically significant variables predictive of student success and/or academic difficulty   + Pending – currently have only 2 years of data   As reported in the [Physician Assistant National Certifying Examination Exam Performance Summary Report for Trine University MPAS Program](https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/documents/pance-report-march2021.pdf)  ARC-PA PANCE Graduate Outcomes  Physician Assistant National Certifying Examination Exam Performance Summary Report |

1. Produce entry-level physician assistant graduates who are able to make positive impacts on the healthcare needs of communities by providing competent medical care in a variety of clinical settings.

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| No benchmark current set for this program goal.  The [2022 Report on Alumni Activities](https://mytrine-my.sharepoint.com/:x:/r/personal/brewerk_trine_edu/Documents/Trine%20MPAS%20Report%20on%20Alumni%20Activities.xlsx?d=w2522a55b4d28439ba390dd22c29642b8&csf=1&web=1&e=VK6IyC) collected data via the CHP Alumni Information Update form and employer websites with 24/26 (92.31%) graduates in the 2020 cohort and 29/30 (96.67%) graduates in the 2021 cohort verified as employed to date. Of verified employment data, all are currently (October 2022) employed as certified PAs. |

1. Demonstrate a commitment to the physician assistant profession by facilitating collaborative activities for continuous professional growth.

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| **Benchmarks:**   * 100% of students participate in interprofessional education as measured by list of IPE events and activities (internal within a course or at program, college, university level and external to the university) – **MET** (see also program goal 1)   Student activities included:  See program goal 4 MPAS Program Report on Student Accomplishments 2021-2022 for benchmark and outcomes.   * Multiple Interprofessional Educational Events (IPE) throughout the Fort Wayne community and in class IPE assignments (see program goal 1 report for an example activity) * Trine University health professions students regularly participate in the Fort Wayne Area Interprofessional Consortium for Health Care Education: Interprofessional Education Seminar Series which include lecture and break-out activities which involve simulation/role playing in collaborative practice teams.   **Benchmark:**   * 100% of faculty participate in scholarly activities, professional and/or community service - **MET**   Program faculty teach interdepartmentally (Associate of Applied Science in Surgical Technology – AST and Doctor of Physical Therapy - DPT programs). A DPT faculty member is an adjunct for the clinical physiology course (wet lab). Other health professions faculty have guest lectured for MPAS program courses.  See also program goal 4 MPAS Program Report on Faculty Accomplishments 2021-2022. |

1. Demonstrate a commitment to the utilization of best practices in education, continuous professional development, and the promotion of evidence-based approaches to PA practice.

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| **Benchmark:**   * 100% of faculty participate in scholarly activities, professional and/or community service - **MET**   See program goal 4 MPAS Program Report on Faculty Accomplishments 2021-2022. |

1. The Trine University MPAS program will maintain its accreditation status, fully compliant with all ARC-PA standards.

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| **MET -** The Trine University MPAS program is currently accredited by its accrediting body ARC-PA.  The Trine University MPAS program’s accreditation history can be viewed on the ARC‐PA website at: <http://www.arc-pa.org/accreditation-history-trine-university/>.  Its accreditation statement is posted on its [website](https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/accreditation.aspx) and included in all programmatic communications.  **Accreditation**  Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)  The ARC-PA has granted **Accreditation-Provisional** status to the **Trine University Master of Physician Assistant Studies Program** sponsored by **Trine University**. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.   Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.  Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The date for the next validation review of the program by the ARC-PA will be October, 2022. |

1. Define and document its ongoing self-assessment process addressing success in meeting the program’s goals to include graduate outcomes on student remediation, deceleration, and attrition.

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| **MET -** The program’s ongoing self-assessment process addressing success in meeting the program’s goals is outlined in Section 10.0 MPAS Evaluation and Report on Program Performance in Meeting Goals (14H) of the MPAS Program Systematic Plan of Evaluation (SPE) with data and results included in this report.  The SPE describes the overall ongoing self-assessment process for documenting program effectiveness and fostering program improvement, addressing it accrediting body’s (ARC-PA) standards (C1.01a-g) regarding these programmatic dimensions:  administrative aspects of the program and institutional resources  effectiveness of the didactic curriculum  effectiveness of the clinical curriculum  preparation of graduates to achieve program defined competencies  PANCE performance  sufficiency and effectiveness of principal and instructional faculty and staff  success in meeting the program’s goals The MPAS program reports on Graduate Outcomes - ****Student Attrition and Graduation Rates**, posting this data on its** [website](https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/pance.aspx) **on an annual basis.** The most current information is provided below:   |  | **Class of 2020** | **Class of 2021** | **Class of 2022** | | --- | --- | --- | --- | | **Maximum entering class size**(as approved by ARC-PA) | 28 | 32 | 36 | | Entering class size | 28 | 33 | 37 | | Graduates | 27 | 31 | # | | **\* Attrition rate** | 4% | 6% | # | | **\*\*Graduation rate** | 96% | 94% | # |  2. \*Attrition rate calculation:  Number of students who attritted from cohort divided by the entering class size. 3. \*\*Graduation rate:  Number of cohort graduates divided by the entering class size. |